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ABSTRACT

This curriculum guide was developed as a model for schools in Virginia to prepare local programs of studies for the marketing program. In addition to marketing competencies for developing occupational expertise, this curriculum includes foundational competencies important for successful performance in marketing. These baseline competencies address proficiency in the following: (1) the academic areas of communication and language arts, mathematics, and economics; and (2) the personal growth and guidance areas of human relations and career development. A few basic competencies for understanding the broader areas of business also are included. The guide contains a curriculum framework model and curriculum frameworks for marketing foundations and marketing functions. Competencies for four general marketing courses are listed: Make It Your Business, Principles of Business and Marketing, Marketing, and Advanced Marketing. The competencies include course descriptions, duties, measurements of achievement, and related academic standards of learning. A bibliography lists 13 references. Three appendixes contain the following: student competency records; information on all aspects of the marketing industry, including planning, management, finance, underlying principles of technology, labor issues, community issues, health, safety, and environmental issues, and technical and production skills; suggested teaching schedules; and lists of programs and courses being developed. (KC)

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GUIDE TO MARKETING COURSE COMPETENCIES

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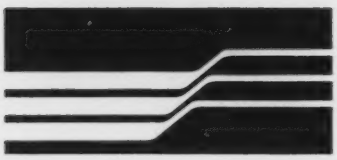

GUIDE TO MARKETING COURSE COMPETENCIES

Produced by the
Virginia Vocational Curriculum and Resource Center
in cooperation with the
Virginia Department of Education
Office of Vocational and Adult Education Services

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"Teachers have to take the time to understand the rationale of a new curriculum—who it's for, and what it can accomplish. Only then can they take charge."

—LaPorte, 1986

Foreword

This publication is intended to serve as a model for school administrators in planning General Marketing courses and for the guidance of Marketing teacher-coordinators in instructional planning. Courses within the General Marketing Program are recommended as the beginning point for students seeking occupational experiences or careers in the field of marketing.

The curriculum restructuring described is a step toward total Marketing program renewal to provide state-of-the industry career preparation for middle and secondary school students and partnership learning opportunities beyond the twelfth grade for adults desiring technical training for marketing.

In addition to marketing competencies for developing occupational expertise, this restructured curriculum includes foundational competencies important for successful performance in marketing. Such baseline competencies address proficiency in the academic areas of communication and language arts, mathematics, and economics and in the personal growth and guidance areas of human relations and career development. A few basic competencies for understanding the broader areas of business are also included.

The *Guide to Marketing Course Competencies* contains competencies for four General Marketing courses–Make It Your Business, Principles of Business and Marketing, Marketing, and Advanced Marketing. The *Guide* will be expanded to include competencies for all approved Marketing courses taught in Virginia as these courses are revised and/or developed. Mastery of the core competencies in *Marketing* and *Advanced Marketing* is considered essential for pursuing employment in specialized marketing industries or for continuing marketing studies beyond the secondary school. The general marketing competencies identified in national research have been updated, supplemented, and validated through labor market data analysis; study of marketing industry trends; marketing program enrollment analyses; and with the advice and counsel of Marketing teachers, local program supervisors, teacher educators, and a panel of marketing industry experts and parents.

This portion of the Marketing restructuring effort was accomplished through the contributions of those whose names are included on the following pages. I am personally grateful to these persons for their participation. Their labors, under the leadership of Dr. Vivien K. Ely, Education Professor Emerita, Virginia Commonwealth University, and of Dr. Margaret S. Kirby, Specialist, Virginia Department of Education, are greatly appreciated.

Neils W. Brooks, Ed.D., Director
Office of Vocational and Adult
Education Services
Virginia Department of Education
August 1, 1996

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A special note of thanks and recognition is extended to the individuals who provided the support essential for the project's completion. Each person's contribution has unique value.

These individuals contributed expert advice from their unique professional perspectives in the initial development of the project. Local Marketing supervisors, teacher educators, the Training and Development Council (T&D), and other Marketing teachers from across the state represented the expertise of the education community.

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Two committees contributed significantly to the project along with other members of the Writing Teams who identified critical tasks for classroom instruction and suggested performance measures for each task.

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Marketing educators from across the state field-tested the four General Marketing courses to ensure validity of the competencies and the measures of achievement. Special thanks are due these educators who gave of their time and expertise to put the draft competencies into practice and to meet at regional sessions, offering ideas for revision. Many of their suggestions have been incorporated into the present document; others will be addressed in alternative ways, such as staff development workshops.

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The Technical Committee, representing the marketing industry and parents of public school students, validated general marketing tasks and identified those which should be taught in the high school classroom. They also reviewed suggestions for relating *Marketing* and *Advanced Marketing* to all aspects of the industry. Their professional expertise and judgment contributed to the validity of the competencies--it was a joy to observe their enthusiasm and support for the Virginia Marketing Program.

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Sincere gratitude is expressed to the following staff members at the Virginia Vocational Curriculum and Resource Center, Henrico County Public Schools, Richmond. Their meticulous attention to detail, their skill in competency-based curriculum development, their exemplary writing skills, their devotion to duty, and their good humor are praiseworthy.

Staff of the Virginia Vocational Curriculum and Resource Center

Margaret L. Watson, Director
Mary Grattan, Writer-editor
Cindy Hoffman, Writer-editor
Suzanne Trevvett, Former Writer-editor
Dianne Swicegood, Secretary

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Staff of the Office of Vocational and Adult Education Services

Neils W. Brooks, Ed. D.,Director
James A. Gray, Jr., Associate Director
Kay B. Brown, Ed. D., Specialist, Career Connections
Robert A. Almond, Grants Program Administrative Manager
B. Anne Rowe, Specialist, Business
Joy Spencer, Office Specialist

We are personally indebted to each member whose name appears above and to the 150 Marketing teacher-coordinators who participated in regional meetings across Virginia. Their dedication to the profession and their enthusiasm for this effort made the assignment a pleasant one.

Vivien King Ely, Ed.D.
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Margaret S. Kirby, Ed.D.
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Introduction

This *Guide to Marketing Course Competencies* includes four courses for the General Marketing program, all successfully field-tested during the 1995/96 school year by Marketing teachers from across Virginia. The *Guide* will be expanded to include competencies for all approved Marketing courses taught in Virginia as these courses are revised and/or developed.

The first two courses in the *Guide* were developed cooperatively with Business Program personnel:

1. *Make It Your Business* is a career exploration course for grades 6, 7, 8, and 9, which introduces the basic concepts, terminology, and fundamental principles involved in entrepreneurship. It provides the opportunity for students to operate a business of their own design, offering a product or service needed at the school. This course may also be offered as a specialized option for twelfth-grade students. The course carries a Business code number (6110) when taught by a Business teacher and a Marketing code (8109) when taught by a Marketing teacher.
2. *Principles of Business and Marketing* is an introductory course for grades 9 and 10, presenting the roles of business and marketing in the free enterprise system and the global economy. Students study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens. The course carries a Business code number (6115) when taught by a Business teacher and a Marketing code (8115) when taught by a Marketing teacher.

The *Principles* course duplicates most of the content of the existing *Fundamentals of Marketing* (8110), the major difference being the inclusion of consumer education principles in the new course. *Fundamentals of Marketing* (8110) and *Introduction to Marketing* (8111) continue as approved courses. Both *Make It Your Business* and *Principles of Business and Marketing* carry endorsement for teachers certified in Business or Marketing.

The other two courses presented here are redesigns of *Marketing* (8120 and 8121) and *Advanced Marketing* (8130 and 8131). Validated competencies from the MarkED system were the starting point in redesigning these two courses, with additional competencies contributed and validated by the Technical Committee. The Technical Committee, the Curriculum Committee, and the Training and Development Council identified the competencies considered critical for classroom instruction in Virginia. The Curriculum Committee and the Training and Development curriculum writing team developed the suggested measures of achievement. In this 1996 version of the *Guide*, competencies in the two courses have been arranged according to duty area and numbered consecutively.

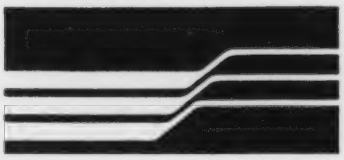
Following the four competency lists are sample student competency records that can be used to document student achievement in the General Marketing courses. The competency record may be used in many different ways, some of which are indicated in the introduction to the competency record section on pages 73-74.

Also included in this *Guide* are (1) recommendations of competencies that can be included in instruction to emphasize all aspects of the marketing industry, (2) identification of Virginia Standards of Learning that relate to Marketing courses, and (3) a bibliography. The bibliography lists resources and references including MarkED Learning Activity Packages (LAPs).

Marketing educators should keep in mind that the *Guide* is a suggested framework and is to be customized at the local level to meet needs of the locality. In addition, educators are encouraged to gather input from their local advisory committees when customizing the *Guide*. Below are considerations that may facilitate the use of the *Guide*:

- Competencies and/or duty areas may be reordered to meet local needs.
- Competencies from any duty area may be interspersed among competencies in other duty areas.
- Competencies may be added to meet local situations.
- Measures of achievement may be modified to meet local situations.
- Competencies are based on workplace needs and not on specific textbooks; educators are encouraged to use a variety of resources to teach the competencies.
- Because the *Guide* is simply a framework, its effectiveness depends heavily on the quality and timeliness of the teacher's resources. Two sources of current materials are commercial publishers and the Virginia Vocational Curriculum and Resource Center (call 804/261-5075, FAX 804/261-5079 or e-mail **vvcrc.tec.va.us** for information on the Center's distribution service and lending library for educators). Margaret S. Kirby, Specialist at the Virginia Department of Education (804/225-2846; **mkirby@pen.k12.va.us**), can provide further assistance.

Each of the courses includes two competencies related to student organizations, thus allowing teachers the opportunity to incorporate co-curricular activities into the courses as instructional activities or measures of achievement, according to local circumstances. DECA is the vocational student organization for all individuals enrolled in Marketing courses. DECA activities are specially related to the development of personal employ-ability, leadership skills, and marketing competence. Through participation in the organization, Marketing students learn to engage in individual and group marketing enterprises, to hold office and direct the affairs of a group, and to work with representatives of other student organizations.



General Marketing Curriculum Framework

Curriculum Framework Model
Marketing Foundations
Marketing Functions

Curriculum Framework Model

The curriculum framework is represented graphically in Figure 1 below. The two major parts of the framework are (1) Marketing Foundations and (2) Marketing Functions.

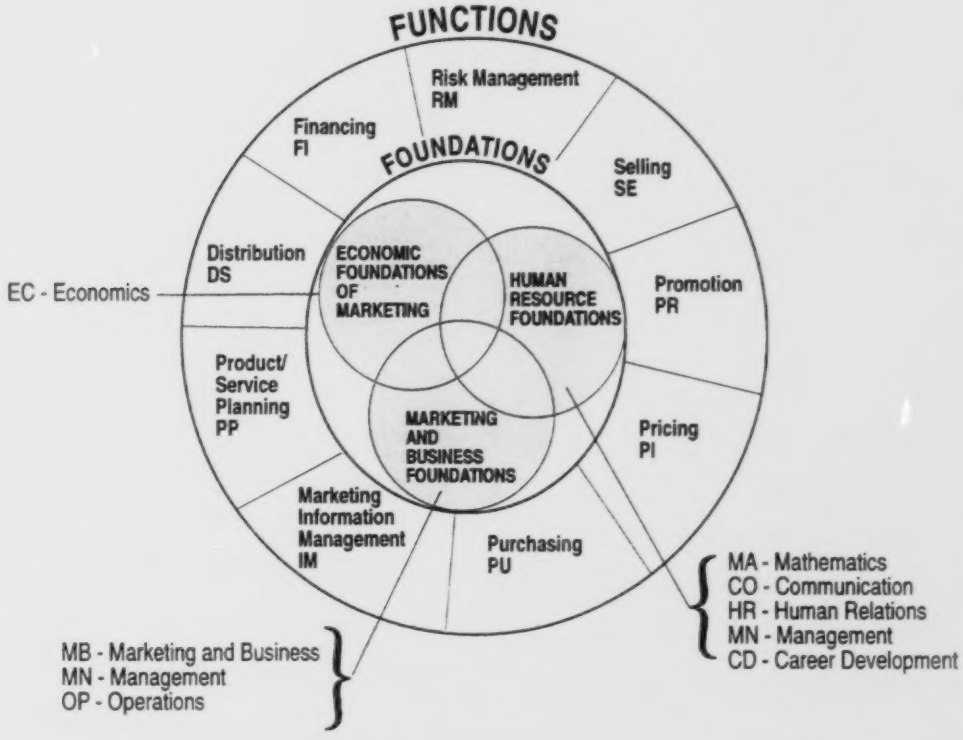


Figure 1

Marketing Foundations

National competency research identified a number of baseline or foundational competencies not specifically classified as marketing competencies but nevertheless critical to success in marketing occupations.

The curriculum framework identifies three instructional areas in the Marketing Foundations segment, represented as the center circles in Figure 1: Human Resource Foundations, Marketing and Business Foundations, and Economic Foundations. The Foundation abbreviations (HR, EC, etc.) are used in identifying competencies.

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Human Resource Foundations includes generic interpersonal skills, self-understanding, career development competencies, and the basic skills of communication and mathematics critical to success in most occupations. This Foundation area is subdivided as follows:

Career Development	CD
Human Relations	HR
Mathematics	MA
Communication	CO
Management	MN

Marketing and Business Foundations includes basic skills, concepts, and practices which apply to all business or marketing environments. This Foundation area is subdivided as follows:

Marketing and Business	MB
Management	MN
Operations	OP

Economic Foundations includes basic economics principles and concepts applied in private and free-market economies and fundamental to comprehension of the discipline of marketing.

Economics	EC

Marketing Functions

The competencies needed for marketing occupations are classified into groups of activities similar in purpose called Marketing Functions.

The Function now called "Marketing-Information Management" was formerly labelled "Marketing Research." The revised title refers to less formal marketing research activities such as identification of potential markets (demographic and psychographic data), surveys of target markets, identification of client databases for follow-up studies, computer analyses of sales efforts and focus group responses, and analysis of advertising results.

The nine Functions used for curriculum development purposes are shown as segments of the outer circle in Figure 1. The content of each Function follows.

Distribution (DS): activities associated with the physical movement or transfer of ownership of a product or service from producer to consumer

Financing (FI): activities associated with determining the need and availability of financial resources to facilitate marketing endeavors

Marketing-Information Management (IM): activities and methods associated with the gathering, analyzing, and disseminating of information to facilitate marketing decisions

Pricing (PI): activities associated with determining an exchange price at which buyer and seller each receive optimum return or benefit for a good or service

Product/Service Planning (PP): activities associated with the process of providing a product or service in response to market opportunities

Promotion (PR): activities associated with communicating information about products, services, or ideas to influence purchase behavior

Purchasing (PU): activities related to obtaining goods or services to be offered for resale to consumers

Risk Management (RM): the assumption of responsibility for activities which optimize the relationship of potential loss to potential gain

Selling (SE): activities related to responding to consumer needs and wants through personalized communication in order to influence purchase decisions and consumer satisfaction

Course Descriptions and Competencies

Course Descriptions

Competencies

- Make It Your Business
- Principles of Business and Marketing
- Marketing
- Advanced Marketing

Course Descriptions for General Marketing

Make It Your Business

Grade levels: 6/7/8/9 (6/9/12/18 weeks) Course code: 8109
Prerequisite: None

Students are provided opportunities to run a small group or class business based on their own design for offering a service or product needed at their school. They learn business terminology, basic entrepreneurship concepts, and fundamental business operating principles in this course. Design of course content allows for interdisciplinary instruction.

Principles of Business and Marketing

Grade levels: 9/10 (18, 36 weeks) Course code: 8115
Prerequisite: None

Students explore the roles of business and marketing in the free enterprise system and the global economy. Students study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens.

Marketing

Grade levels: 11/12 (18, 36 weeks) Course codes: 8120 and 8121
Prerequisite: None

Students are introduced to functions and foundations involved in the marketing of goods, services, and ideas and achieve competencies necessary for successful marketing employment. Students study risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution, and financing. Foundation competencies include economics, human resources, and marketing and business necessary for success in marketing occupations.

Advanced Marketing

Grade levels: 11/12 (18, 36 weeks) Course codes: 8130 and 8131
Prerequisite: Marketing competencies (see above)

Students continue to gain knowledge of the marketing functions and foundations as they relate to supervisory and management responsibilities and develop skills needed for advancement. They develop competencies for supervisory positions or for continuing education in a marketing-related field.

Make It Your Business 8109
Suggested Grades 6, 7, 8, 9 (6/9/12/18 weeks)
Prerequisite: None

Description	Students are provided opportunities to run a small group or class business based on their own design for offering a service or product needed at their school. They learn business terminology, basic entrepreneurship concepts, and fundamental business operating principles in this course. Design of course content allows for interdisciplinary instruction.
Note	This list contains competencies for an 18-week course. The list should be adjusted for courses of shorter duration.

Competencies		Measures of Achievement	
DUTY AREA 1. Exploring Entrepreneurship			
1.1	Identify characteristics of entrepreneurs.	1.1	Instructor-prepared test, average or above rating
1.2	Explain the benefits and liabilities of starting a business.	1.2	Written or oral report, rated acceptable based on instructor's guidelines
1.3	Select a type of business ownership.	1.3	Written or oral report (may include comparison of student interest inventory with economic conditions and production factors), rated acceptable based on instructor's guidelines
DUTY AREA 2. Conducting a Needs Assessment			
2.1	Identify customer needs.	2.1	Student-produced survey and results, rated acceptable based on instructor-prepared checklist
2.2	Analyze competitive environment.	2.2	Written and/or oral report, rated acceptable based on instructor's guidelines
DUTY AREA 3. Planning the Product or Service			
3.1	Select product or service.	3.1	Individual or group presentation of an approved product or service, rated acceptable based on instructor's guidelines
3.2	Conduct market research.	3.2	Individual or group survey, rated acceptable based on instructor's guidelines
3.3	Select resources, mentors, and professional advisors (e.g., accountant, attorney).	3.3	Individual or group-generated list, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
DUTY AREA 4. Preparing a Marketing Strategy			
4.1	Select target market.	4.1	Written and/or oral report, rated acceptable based on instructor's guidelines
4.2	Determine price.	4.2	Instructor-prepared worksheet, calculations completed with 100% accuracy
4.3	Select distribution method(s).	4.3	Individual or oral presentation, rated acceptable based on instructor's guidelines
4.4	Develop a promotional campaign.	4.4	Student-produced portfolio, rated acceptable based on instructor's guidelines (portfolio may contain layouts, storyboards, audiovisuals, posters, telemarketing scripts, direct mail, etc.)
DUTY AREA 5. Developing the Financial Plan			
5.1	Estimate expenses.	5.1	Instructor-prepared worksheet (may include start-up costs and operating expense), calculations completed with 100% accuracy
5.2	Identify break-even point.	5.2	Instructor-prepared worksheet, calculations completed with 100% accuracy
5.3	Set profit goal.	5.3	Instructor-prepared worksheet, calculations completed with 100% accuracy
5.4	Identify sources of capital.	5.4	Small group presentation, rated acceptable by community business person assisted by instructor's guidelines
DUTY AREA 6. Planning Production			
6.1	Identify work tasks.	6.1	Student-prepared list, rated acceptable based on instructor's guidelines
6.2	Develop job description.	6.2	Student-prepared descriptions, rated acceptable based on instructor's guidelines
6.3	Establish work flow.	6.3	Student-prepared diagram, rated acceptable based on instructor's guidelines
6.4	Develop quality-control procedures.	6.4	Student-prepared plan, rated acceptable based on instructor's guidelines

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Competencies		Measures of Achievement	
DUTY AREA 7. Staffing the Business			
7.1	Hire employee.	7.1	Individual or panel student-conducted employee interviews, rated acceptable based on instructor's guidelines
7.2	Train employee.	7.2	Student-trained employees, rated acceptable based on instructor's guidelines
7.3	Evaluate staff.	7.3	Student-conducted evaluation, rated acceptable based on instructor's guidelines
DUTY AREA 8. Operating the Business			
8.1	Produce product (or perform service).	8.1	Student-produced product (or service), rated acceptable based on instructor's guidelines
8.2	Implement marketing strategy.	8.2	Student-generated written or oral progress report, rated acceptable based on instructor's guidelines
8.3	Maintain business records.	8.3	Student-prepared records, calculations completed with 100% accuracy
DUTY AREA 9. Evaluating the Business			
9.1	Evaluate all functions of the business.	9.1	Student-prepared written report, rated acceptable based on instructor's guidelines
9.2	Allocate profit.	9.2	Profit distributed according to school board policy
DUTY AREA 10. Participating in Co-Curricular Activities			
10.1	Identify the purposes and goals of the student organization.	10.1	Written or oral identification, rated acceptable according to instructor's guidelines
10.2	Participate in course activities sponsored by the student organization (e.g., meetings, programs, and other projects that require specialized skills and concepts).	10.2	Student demonstration, all items rated acceptable according to instructor's guidelines

Related Academic Standards of Learning for Make It Your Business*

Instruction in the Marketing Program incorporates and reinforces Virginia's Standards of Learning. Identified below are specific SOLs that are reinforced in this course. Local school divisions may wish to identify additional SOLs as reflected in instructional activities and cooperative efforts with other disciplines.

English Standards of Learning

Grade 6

6.1 The student will analyze oral participation in small-group activities.
- Communicate as leader and contributor.
- Evaluate own contributions to discussions.
- Summarize and evaluate group activities.
- Analyze the effectiveness of participant interactions.

6.2 The student will listen critically and express opinions in oral presentations.
- Distinguish between facts and opinions.
- Compare and contrast points of view.
- Present a convincing argument.

6.3 The student will read and learn the meanings of unfamiliar words.
- Use knowledge of word origins and derivations.
- Use word reference materials.

6.5 The student will demonstrate comprehension of a variety of selections.
- Identify questions to be answered.
- Make, confirm, or revise predictions as needed.
- Use context clues to read unfamiliar words.
- Draw conclusions and make inferences based on explicit and implied information.
- Organize information for use in written and oral presentations.
- Compare and contrast information about one topic contained in different selections.

6.7 The student will write narratives, descriptions, and explanations.
- Use a variety of planning strategies to generate and organize ideas.
- Establish central idea, organization, elaboration, and unity.

*Academic SOLs are an essential component of vocational education and are required to be successful in an occupational field. The identification of related academic SOLs that are reinforced through application in vocational courses supports and enhances academic instruction.

- Select vocabulary and information to enhance the central idea, tone, and voice.
- Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- Revise writing for clarity.
- Edit final copies for correct use of language: subject-verb and pronoun-antecedent agreement, consistent tense inflections, and adverb and adjective usage.
- Edit final copies for writing mechanics: format, capitalization, punctuation, and spelling.

6.8 The student will use writing as a tool for learning in all subjects.

- Make lists.
- Paraphrase what is heard or read.
- Summarize what is heard or read.
- Hypothesize.
- Connect knowledge within and across disciplines.
- Synthesize information to construct new concepts.

6.9 The student will select the best sources for a given purpose, including atlases, dictionaries, globes, interviews, telephone directories, encyclopedias, electronic databases, and the *Reader's Guide*.

Grade 7

7.1 The student will give and seek information in conversations and in group discussions.

- Use oral vocabulary and style appropriate for listeners.
- Communicate ideas and information orally in an organized and succinct manner.
- Ask probing questions to seek elaboration and clarification of ideas.
- Make supportive statements to communicate agreement or acceptance of others' ideas.

7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.

- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.
- Use nonverbal communication skills, such as eye contact, posture, and gestures.
- Compare/contrast a speaker's verbal and nonverbal messages.

7.3 The student will identify persuasive messages in nonprint media, including television, radio, and films.

- Identify persuasive technique used.
- Distinguish between fact and opinion.

7.4 The student will use analogies, idioms, similes, and metaphors to extend understanding of word meanings.

7.6 The student will read and understand information from varied sources.
- Use knowledge of text structures to aid comprehension.
- Make, confirm, or revise predictions as needed.
- Distinguish fact from opinion in newspapers, magazines, and other print media.
- Summarize what is read.
- Organize and synthesize information for use in written and oral presentations.

7.8 The student will develop narrative, expository, persuasive, and technical writings.
- Apply knowledge of prewriting strategies.
- Elaborate the central idea in an organized manner.
- Choose vocabulary and information that will cause a reader to perceive images and tone.
- Use clauses and phrases to embed context into sentences.
- Revise writing for clarity.
- Edit final copies to ensure correct use of homonyms, pronoun-antecedent agreement, subject-verb agreement, and verb tense consistency.
- Edit final copies to ensure correct spelling, capitalization, punctuation, and format.
- Use available technology.

7.9 The student will use a word processor to plan, draft, revise, and publish some writings.
- Use available word processing tools to check spelling, style, and grammar.

7.10 The student will apply knowledge of resources in preparing written and oral presentations.
- Use print and electronic sources to locate books and articles.
- Use a thesaurus to select more exact descriptive, specific, or effective vocabulary for writing.
- Use graphic organizers to organize information.
- Credit secondary reference sources.

Grade 8

8.1 The student will use interviewing techniques to gain information.
- Prepare and ask relevant questions for the interview.
- Make notes of responses.
- Compile and report responses.
- Evaluate the effectiveness of the interview.

8.2 The student will apply knowledge of word origins, derivations, and idioms and will use analogies, metaphors, and similes to extend vocabulary development.

8.4 The student will comprehend what is read from a variety of sources.
- Draw on background knowledge and knowledge of text structure to understand selections.
- Analyze details for relevance and accuracy.

- Read and follow instructions to assemble a model or simple structure.
- Evaluate and synthesize information to apply in written and oral presentations.

8.5 The student will write in a variety of forms, including narrative, expository, and persuasive writings.

- Use prewriting strategies to generate and organize ideas.
- Focus on elaboration and organization.
- Select specific vocabulary and information.
- Use standard sentence formation, eliminating comma splices and other non-standard forms of sentences that distract readers.
- Revise writing for word choice, appropriate organization, consistent point of view, and transition among paragraphs.
- Edit final copies to ensure correct use of pronoun case, verb tense inflections, and adjective and adverb comparisons.
- Use available technology.

8.6 The student will analyze mass media messages.

- Identify the persuasive technique being used.
- Describe the possible cause-effect relationships between mass media coverage and public opinion trends.
- Evaluate advertisements, editorials, and feature stories for relationships between intent and factual content.

Grade 9

9.2 The student will make planned oral presentations.

- Include definitions to increase clarity.
- Use relevant details to support main ideas.
- Illustrate main ideas through anecdotes and examples.
- Cite information sources.
- Make impromptu responses to questions about presentations.

9.4 The student will read and analyze a variety of print materials.

- Identify a hypothesis to be confirmed, disproved, or modified.
- Evaluate clarity and accuracy of information.
- Synthesize information from sources and apply it in written and oral presentations.
- Identify questions not answered by a selected text.
- Extend general and specialized vocabulary through reading and writing.
- Read and follow instructions to use computer software, assemble or construct models or equipment, or complete a project.

9.6 The student will develop narrative, literary, expository, and technical writings to inform, explain, analyze, or entertain.

- Plan and organize writing.
- Communicate clearly the purpose of the writing.

- Write clear, varied sentences.
- Use specific vocabulary and information.
- Arrange paragraphs into a logical progression.
- Revise writing for clarity.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.

Computer/Technology Standards by the End of Grade Eight

8.1 The student will communicate through application software.

- Compose and edit a multipage document at the keyboard, using word processing skills and the writing process steps.
- Communicate with spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data.
- Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.
- Use advanced publishing software, graphics programs, and scanners to produce page layouts.
- Integrate databases, graphics, and spreadsheets into word-processed documents.

8.2 The student will communicate through networks and telecommunication.

- Use local and worldwide network communication systems.
- Develop hypermedia "home page" documents that can be accessed by worldwide networks.

8.3 The student will have a basic understanding of computer processing, storing, retrieval, and transmission technologies and a practical appreciation of the relevant advantages and disadvantages of various processing, storage, retrieval, and transmission technologies.

8.4 The student will process, store, retrieve, and transmit electronic information.

- Use search strategies to retrieve electronic information.
- Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select relevant information.
- Use laser discs with a computer in an interactive mode.
- Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases.
- Use databases to perform research.

Mathematics Standards of Learning

Grade 6

6.1 The student will identify representations of a given percent and describe orally and in writing the equivalence relationship between fractions, decimals, and percents.

6.4 The student will compare and order whole numbers, fractions, and decimals, using concrete materials, drawings or pictures, and mathematical symbols.

6.6 The student will

- solve problems that involve addition, subtraction, and/or multiplication with fractions and mixed numbers, with and without regrouping, that include like and unlike denominators of 12 or less and express their answers in simplest form; and
- find the quotient, given a dividend expressed as a decimal through thousandths and a divisor expressed as a decimal to thousandths with exactly one non-zero digit. For divisors with more than one non-zero digit, estimation and calculators will be used.

6.7 The student will use estimation strategies to solve multistep practical problems involving whole numbers, decimals, and fractions.

6.8 The student will solve multistep consumer application problems involving fractions and decimals and present data and conclusions in paragraphs, tables, or graphs.

6.18 The student, given a problem situation, will collect, analyze, display, and interpret data in a variety of graphical methods, including line, bar, and circle graphs, and stem-and-leaf and box-and-whisker plots. Circle graphs will be limited to halves, fourths, and eighths.

6.19 The student will describe the mean, median, and mode as measures of central tendency and determine their meaning for a set of data.

Grade 7

7.1 The student will compare, order, and determine equivalent relationships between fractions, decimals, and percents, including scientific notation.

7.5 The student will solve consumer application problems involving tips, discounts, sales tax, and simple interest, using whole numbers, fractions, decimals, and percents.

7.7 The student will use proportions to solve practical problems, including scale drawings that contain whole numbers, fractions, decimals, and percents.

7.17 The student will determine the probability of a given simple event and express that probability as a ratio, decimal, or a percent as appropriate for the given situation.

7.19 The student will create and solve problems involving the mean, median, mode, and range of a set of data.

7.21 The student will make inferences and predictions based on the analysis of a set of data that the student(s) collects.

Grade 8

8.4 The student will solve practical problems involving whole numbers, integers, and rational numbers, including percents. Problems will be of varying complexities, involving real-life data.

8.13 The student will use information displayed in line, bar, circle, and picture graphs and histograms to make comparisons, predictions, and inferences.

8.14 The student will use a matrix to organize and describe data.

8.18 The student will describe and represent relations using tables, graphs, and rules.

8.19 The student will create and solve problems using proportions, formulas, and functions.

Algebra

A.4 The student will use matrices to organize and manipulate data, including matrix addition, subtraction, and scalar multiplication. Data will arise from business, industrial, and consumer situations.

Computer Mathematics

COM.22 The student will solve practical consumer problems that involve analyzing and interpreting graphs, charts, and/or tables.

COM.23 The student will solve mathematical problems using formulas, equations, and functions. Problems will include those related to geometry, business, and leisure (e.g., sports and recreational activities).

History and Social Science Standards of Learning

Grade 7

7.6 The student will explain the structure and operation of the United States economy as compared with other economies, with emphasis on

- the basic concepts of free market, as described by Adam Smith, and of communism, as described by Karl Marx;
- the concepts of supply and demand, scarcity, choices, trade-offs, private owner ship, incentives, consumer sovereignty, markets, and competition;
- private and public financial institutions.

Principles of Business and Marketing 8115
Suggested Grades 9, 10 (18, 36 weeks)
Prerequisite: None

Description	Students explore the roles of business and marketing in the free enterprise system and the global economy. Students study how the American economy operates and prepare to make decisions as consumers, wage earners, and citizens.
Note	This list contains competencies for a 36-week course. The list should be adjusted for courses of shorter duration.

Competencies		Measures of Achievement	
DUTY AREA 1. Exploring the Worlds of Business and Marketing			
1.1	Compare and contrast major types of business ownership.	1.1	Written or oral description, rated acceptable based on instructor-prepared guidelines
1.2	Describe the business and marketing functions.	1.2	Instructor-prepared test, average or above rating
1.3	Describe the channels of distribution.	1.3	Student-completed worksheet, average or above rating
1.4	Identify the components of the marketing process.	1.4	Instructor-prepared test, average or above rating
1.5	Explain the importance of marketing.	1.5	Instructor-prepared test, average or above rating
1.6	Summarize the marketing concept.	1.6	Instructor-prepared test, average or above rating
1.7	Describe how the elements of the marketing mix affect the target market.	1.7	Oral or written description, all items rated acceptable based on instructor-prepared rating form
1.8	Explain product planning.	1.8	Written or oral description of a new product and ways to market it, all items rated acceptable on instructor-prepared rating form
1.9	Investigate technological trends in business and marketing.	1.9	Written and/or oral report, average or above rating based on instructor's guidelines

Competencies		Measures of Achievement	
DUTY AREA 2. Understanding the Role of Economics in a Global Economy			
2.1	Identify the economic process.	2.1	Instructor-prepared test, average or above rating
2.2	Explain the importance of economics.	2.2	Small group presentation, rated acceptable based on criteria specified in instructor's guidelines
2.3	Distinguish among economic resources.	2.3	Student demonstration, all items rated acceptable on an instructor-prepared checklist
2.4	Identify characteristics of free enterprise.	2.4	Simulated activity, all items rated acceptable based on instructor's guidelines
2.5	Compare the American economic system with other systems.	2.5	Small group activity, rated acceptable based on criteria specified in instructor's guidelines
2.6	Explain economic interdependence.	2.6	Small group presentation, all items rated acceptable based on instructor's guidelines
2.7	Describe problems and benefits of world trade.	2.7	Written and/or oral research reports, rated acceptable according to instructor's guidelines
DUTY AREA 3. Developing Communication and Interpersonal Skills			
3.1	Place/receive telephone calls.	3.1	Role-play activity, student participation rated acceptable according to instructor's guidelines
3.2	Identify ethical and unethical business practices.	3.2	Case study worksheet, average or above rating based on instructor-prepared guidelines
3.3	Determine the social responsibility of a business to the community.	3.3	Individual report based on an interview, average or above rating on instructor-prepared rating sheet
3.4	Employ listening skills.	3.4	Role-play activities, student demonstration evaluated as acceptable on instructor- prepared rating form
3.5	Demonstrate nonverbal communication.	3.5	Role-play activity, student demonstration evaluated as acceptable on instructor-prepared rating form
3.6	Identify how individual traits affect interpersonal relations.	3.6	Role-play activity, student demonstration evaluated as acceptable on instructor-prepared rating form

Competencies		Measures of Achievement	
DUTY AREA 4. Making Consumer Choices			
4.1	Identify rights and responsibilities of consumers.	4.1	Student-completed worksheet, average or above rating based on instructor-prepared rating form
4.2	Prepare and balance a budget.	4.2	Student-produced budget, prepared and balanced in accordance with instructor's guidelines
4.3.	Record income and expenditures.	4.3	Student-completed form, average or above rating based on instructor-prepared rating form
4.4	Compute the per-unit cost of products.	4.4	Student-completed worksheet, average or above rating based on instructor-prepared rating form
4.5	Identify methods of handling consumer complaints.	4.5	Role-play activity, student demonstration evaluated as acceptable based on instructor-prepared rating form
4.6	Identify various consumer protection agencies.	4.6	Written or oral description, rated acceptable based on instructor-provided guidelines
4.7	Identify components of a guarantee, warranty, and contract.	4.7	Individual or small group activity, student demonstration rated acceptable on instructor-prepared rating form
4.8	Explain information found on product labels.	4.8	Written or oral presentation, average or above rating based on instructor-prepared rating form
4.9	Complete income tax forms.	4.9	Student-completed federal and state tax forms, 100% accuracy
4.10	Compute gross and net pay.	4.10	Student-completed worksheet, calculations completed with 100% accuracy
4.11	Identify types of insurance.	4.11	Written or oral presentation, rated acceptable based on instructor's guidelines
4.12	Identify banking services.	4.12	Written or oral presentation, rated acceptable based on instructor's guidelines
4.13	Maintain checking and saving accounts.	4.13	Simulation, rated acceptable based on instructor's guidelines
4.14	Compare the sources of consumer credit.	4.14	Written analysis of sources, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
4.15	Select the best buy among products and services.	4.15	Written or oral presentation, rated acceptable based on instructor's guidelines
4.16	Complete a sample credit application.	4.16	Student-completed credit application, rated acceptable based on creditor's guidelines
DUTY AREA 5. Developing Employability Skills			
5.1	Identify the purposes and goals of the student organization.	5.1	Written or oral identification, rated acceptable according to instructor's guidelines
5.2	Participate in course activities sponsored by the student organization (e.g., meetings, programs, and other projects that require specialized skills and concepts).	5.2	Student demonstration, all items rated acceptable according to instructor's guidelines
5.3	Explore careers.	5.3	Oral and written reports, average or above rating based on instructor's guidelines
5.4	Assess individual interests and aptitudes.	5.4	Student-completed survey, rated acceptable based on instructor-prepared guidelines
5.5	Identify sources of employment information.	5.5	Written report based on individual research, average or above rating based on instructor-prepared guidelines
5.6	Write a letter of application.	5.6	Student-produced letter, rated acceptable based on instructor-prepared guidelines
5.7	Prepare a resume.	5.7	Student-produced resume, rated acceptable based on instructor-prepared guidelines
5.8	Complete an employment application form.	5.8	Student-completed application form, rated acceptable based on instructor-prepared guidelines
5.9	Complete an employment interview.	5.9	Role-play activity, student participation evaluated as acceptable based on instructor-prepared rating form
5.10	Design a portfolio.	5.10	Student-produced portfolio, containing letter of application, resume, and completed application
5.11	Prepare an interview follow-up letter.	5.11	Student-produced follow-up letter, rated acceptable based on instructor's guidelines

Competencies	Measures of Achievement
5.12 Identify characteristics of successful workers.	5.12 Role-play activities, evaluated as acceptable on instructor-prepared checklist
5.13 Apply for a promotion.	5.13 Student-produced document, rated acceptable according to business standards
5.14 Identify the steps to follow in resigning from a position.	5.14 Written or oral identification, rated acceptable according to instructor's guidelines

Related Academic Standards of Learning for Principles of Business and Marketing*

Instruction in the Marketing Program incorporates and reinforces Virginia's Standards of Learning (SOLs). Identified below are specific SOLs that are reinforced in this course. Local school divisions may wish to identify additional SOLs as reflected in instructional activities and cooperative efforts with other disciplines.

English Standards of Learning

Grade 9

9.2 The student will make planned oral presentations.

- Include definitions to increase clarity.
- Use relevant details to support main ideas.
- Illustrate main ideas through anecdotes and examples.
- Cite information sources.
- Make impromptu responses to questions about presentation.

9.4 The student will read and analyze a variety of print materials.

- Identify a hypothesis to be confirmed, disproved, or modified.
- Evaluate clarity and accuracy of information.
- Synthesize information from sources and apply it in written and oral presentations.
- Identify questions not answered by a selected text.
- Extend general and specialized vocabulary through reading and writing.
- Read and follow instructions to use computer software, assemble or construct models or equipment, or complete a project.

9.6 The student will develop technical writings to inform, explain, or analyze.

- Plan and organize writing.
- Communicate clearly the purpose of the writing.
- Write clear, varied sentences.
- Use specific vocabulary and information.
- Arrange paragraphs into a logical progression.
- Revise writing for clarity.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.

*Academic SOLs are an essential component of vocational education and are required to be successful in an occupational field. The identification of related academic SOLs that are reinforced through application in vocational courses supports and enhances academic instruction.

9.7 The student will credit the sources of both quoted and paraphrased ideas.
- Define the meaning and consequences of plagiarism.
- Distinguish one's own ideas from information created or discovered by others.
- Use a style sheet method for citing secondary sources, such as MLA or APA.

9.8 The student will use electronic databases to access information.
- Identify key terms.
- Narrow the focus of a search.
- Scan and select resources.

Grade 10

10.1 The student will participate in and report small-group learning activities.
- Assume responsibility for specific tasks.
- Participate in the preparation of an outline or summary of the group activity.
- Include all group members in oral presentation.

10.2 The student will critique oral reports of small-group learning activities.
- Evaluate one's own role in preparation and delivery of oral reports.
- Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.4 The student will read and interpret printed consumer materials.
- Identify essential information needed to operate specific tools, appliances, technology hardware, or other equipment.
- Analyze the information contained in warranties, contracts, job descriptions, and technical descriptions.
- Skim manuals or consumer texts to locate information.
- Compare and contrast product information contained in advertisements with instruction manuals and warranties.
- Apply the information contained in labels, warnings, manuals, directions, applications, and forms to complete simulated or real-world tasks.

10.7 The student will develop a variety of writings with an emphasis on exposition.
- Plan and organize ideas for writing.
- Elaborate ideas clearly through word choice and vivid description.
- Write clear, varied sentences.
- Organize ideas into a logical sequence.
- Revise writing for clarity and content of presentation.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.
- Use available technology.

10.9 The student will use writing to interpret, analyze, and evaluate ideas.
- Explain concepts contained in literature and other disciplines.
- Translate concepts into simpler or more easily understood terms.

10.10 The student will collect, evaluate, and organize information.
- Organize information from a variety of sources.

- Verify the accuracy and usefulness of information.
- Use available technology.

Mathematics Standards of Learning

Algebra I

A.4 The student will use matrices to organize and manipulate data, including matrix addition, subtraction, and scalar multiplication. Data will arise from business, industrial, and consumer situations.

Computer Mathematics

COM.22 The student will solve practical consumer problems that involve analyzing and interpreting graphs, charts, and/or tables.

COM.23 The student will solve mathematical problems using formulas, equations, and functions. Problems will include those related to geometry, business, and leisure (e.g., sports and recreational activities).

History and Social Science Standards of Learning

Grade 10

10.4 The student will analyze how certain cultural characteristics can link or divide regions, in terms of language, ethnic heritage, religion, political philosophy, social and economic systems, and shared history.

10.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

10.12 The student will analyze the patterns and networks of economic interdependence, with emphasis on formation of multi national economic unions, international trade, and the theory of competitive advantage, in terms of job specialization, competition for resources, and access to labor, technology, transportation, and communications.

10.13 The student will distinguish between developed and developing countries and relate the level of economic development to the quality of life.

10.15 The student will apply geography to interpret the past, understand the present, and plan for the future by

- using a variety of maps, charts, and documents to explain historical migration of people, expansion and disintegration of empires, and the growth of economic systems; and
- relating current events to the physical and human characteristics of places and regions.

Marketing 8120 and 8121 (co-op)
Grade Level: 11/12 (18, 36 weeks)
Prerequisite: None

Description	Students are introduced to functions and foundations involved in the marketing of goods, services, and ideas and achieve competencies necessary for successful marketing employment. Students study risk management, selling, promotion, pricing, purchasing, marketing-information management, product/service planning, distribution, and financing. Foundation competencies include economics, human resources, and marketing and business necessary for success in marketing occupations.
Note	This list contains competencies for a 36-week course. The list should be adjusted for courses of shorter duration.

Competencies		Measures of Achievement	
MARKETING FOUNDATIONS			
DUTY AREA 1. Developing a Career (CD)			
1.1	Assess personal interests and skills for success in marketing careers. (F 4.2)**	1.1	Student-prepared analysis of personal inventory, including computer-generated presentation, based on identified standards and instructor's guidelines
1.2	Identify personality traits important to marketing careers.	1.2	Written or oral report, rated acceptable based on instructor's guidelines
1.3	Identify career opportunities in marketing. (F 6.4) (PBM 5.1)**	1.3	Oral or written report, rated acceptable based on instructor's guidelines
1.4	Develop a resume. (F 7.3) (PBM 5.5)	1.4	Student-prepared resume produced in word processing or desktop publishing program, rated acceptable based on instructor-approved format
1.5	Identify current job opportunities in marketing (including international). (F 6.2)	1.5	Individual or group collection of job-lead cards, rated acceptable based on instructor's guidelines
1.6	Use traditional and nontraditional job search strategies, including directories and bulletin boards of the Internet and Virginia VIEW. (F 7.3)	1.6	Student research project, rated acceptable based on instructor's guidelines
1.7	Obtain documents for employment (e.g., birth certificate). (F 7.3) (PBM 5.8)	1.7	Student-prepared portfolio of documents, rated acceptable based on instructor's guidelines

**(F) indicates that a similar task also appears in *Fundamentals of Marketing*; (PBM) indicates that a similar task appears in *Principles of Business and Marketing*.

Competencies		Measures of Achievement	
1.8	Select clothing for a job interview. (F 7.2)	1.8	Simulation, rated acceptable based on instructor-prepared rating form
1.9	Complete an employment interview. (F 7.6) (PBM 5.7)	1.9	Role play, rated acceptable based on instructor-prepared rating form
1.10	Identify the purposes and goals of the student organization. (PBM 5.1)	1.10	Written or oral identification, rated acceptable according to instructor's guidelines
1.11	Participate in course activities sponsored by the student organization (e.g., meetings, programs, and other projects that require specialized skills and concepts). (PBM 5.2)	1.11	Student demonstration, all items rated acceptable according to instructor's guidelines
DUTY AREA 2. Enhancing Communication Skills (CO)			
2.1	Address people appropriately. (F 11.1)	2.1	Simulation, rated acceptable based on instructor's guidelines
2.2	Receive and make telephone cells. (F 30.2) (PBM 5.7)	2.2	Simulation, rated acceptable based on industry practices
2.3	Write various types of business communications. (F 31.2)	2.3	Student-prepared portfolio of documents produced in word processing programs, rated acceptable based on instructor's guidelines
2.4	Give and follow written and oral directions. (F 30.5)	2.4	Individual or group activity, rated acceptable based on instructor's guidelines
2.5	Respond to customers' and co-workers' inquiries. (F 11.2, 30.4, 30.5, 30.6)	2.5	Simulation/case study, rated acceptable based on instructor's guidelines
2.6	Translate technical language into commonly understood language. (F 11.3)	2.6	Individual project, rated acceptable based on instructor's guidelines
2.7	Interpret company policies to customers. (F 11.3)	2.7	Simulation, rated acceptable based on instructor's guidelines
2.8	Communicate suggestions to supervisors. (F 30.1)	2.8	Simulation, rated acceptable based on instructor's guidelines
DUTY AREA 3. Understanding Economics (EC)			
3.1	Investigate the nature of economics and economic activities (buying, selling, financing, producing). (F 21.1) (PBM 2.1)	3.1	Oral report, rated acceptable based on instructor's guidelines
3.2	Classify economic goods and services. (F 24.2)	3.2	Written test, average or above rating

Competencies		Measures of Achievement	
3.3	Identify types of economic resources. (F 24.1) (PBM 2.3)	3.3	Written report describing resources and their purposes, rated acceptable based on instructor's guidelines
3.4	Identify the types of product utility.	3.4	Case study, rated acceptable based on instructor's guidelines
3.5	Explore the factors affecting supply and demand in the economy.	3.5	Case study, rated acceptable based on instructor's guidelines
3.6	Explain how price is determined. (F 26.1)	3.6	Simulation, rated acceptable based on instructor's guidelines
3.7	Compare the types of economic systems. (F 23.3) (PBM 2.4)	3.7	Written or oral comparison, rated acceptable based on instructor's guidelines
3.8	Identify the characteristics of private enterprise. (F 23.1)	3.8	Written research report, rated acceptable according to instructor's guidelines
3.9	Explain the role of profit in private enterprise. (F 26.1, 26.2)	3.9	Free enterprise presentation to a civic group, rated acceptable based on instructor's guidelines
3.10	Describe the effects of competition in a private enterprise economy. (F 27.2)	3.10	Case study to set up competing companies, rated acceptable based on instructor's guidelines
3.11	Analyze governmental involvement in business.	3.11	Class debate (e.g., Resolved: governmental involvement is essential in business operation), rated acceptable based on instructor's guidelines
DUTY AREA 4. Developing Human Relations (HR)			
4.1	Demonstrate assertiveness appropriate to marketing. (F 29.2)	4.1	Role play, rated acceptable based on instructor's guidelines
4.2	Use feedback to improve work.	4.2	Student plan for improvement with follow-up evaluation by self and instructor, based on instructor's guidelines
4.3	Analyze components of positive working relationships. (F 28.1)	4.3	Student journal of work/classroom experiences, rated acceptable based on instructor's guidelines
4.4	Function as a team member.	4.4	Small-group activity, rated acceptable based on instructor-prepared checklist
4.5	Examine ethical behavior in marketing.	4.5	Case studies, rated acceptable based on instructor's guidelines
4.6	Demonstrate problem-solving skills (e.g., defining, planning, implementing, refining, and documenting).	4.6	Small-group activity, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
4.7	Identify potentially difficult customers and ways of responding.	4.7	Role play, rated acceptable based on instructor's guidelines
4.8	Handle customer/client complaints.	4.8	Role play, rated acceptable based on instructor's guidelines
DUTY AREA 5. Examining Marketing and Business (MB)			
5.1	Explain the nature of business activities.	5.1	Oral or written test, average or above rating
5.2	Explain the concept of management.	5.2	Student report (e.g., based on practices in local businesses), rated acceptable based on instructor's guidelines
5.3	Explain marketing and its relationship to business and the economy. (F 3.1)	5.3	Written or oral report, rated acceptable based on instructor's guidelines
5.4	Explain the concepts of production and operations.	5.4	Written or oral report (e.g., based on research in business publications), rated acceptable based on instructor's guidelines
5.5	Explain the purposes of acccounting.	5.5	Written or oral report based on interveiw with an accountant, rated acceptable based on instructor's guidelines
5.6	Identify marketing functions and their importance. (F 1.4)	5.6	Written test, average or above rating
DUTY AREA 6. Performing Mathematical Operations (MA)			
6.1	Solve purchasing and other business financial problems (e.g., discounts, sales tax, commercial credit). (F 16.1, 16.2, 16.3)	6.1	Case applications and problems using a variety of mathematical operations, rated acceptable based on instructor's guidelines
6.2	Solve simple and compound interest problems related to financial transactions. (F 16.3)	6.2	Case studies requiring the use of algebraic formulas, calculations completed with 100% accuracy
MARKETING FUNCTIONS			
DUTY AREA 7. Examining Distribution (DS)			
7.1	Explain the marketing functions of distribution. (F 15.1)	7.1	Case study, rated acceptable based on instructor's guidelines
7.2	Trace the channels of distribution for selected products. (F 15.2)	7.2	Class research project, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
7.3	Interpret common buying and shipping terms.	7.3	Analysis of terms found on a sample invoice, completed with 100% accuracy
7.4	Explain the receiving process.	7.4	Student-prepared flowchart, rated acceptable based on instructor's guidelines
7.5	Compare manual and computerized inventory control systems.	7.5	Small group computerized simulation, rated acceptable based on instructor's guidelines
DUTY AREA 8. Examining Financing (FI)			
8.1	Explain the nature and scope of financing.	8.1	Oral or written test, average or above rating
8.2	Identify the types and purposes of credit.	8.2	Student-produced, illustrated report (e.g., presenting and analyzing examples of credit offers from local sources), rated acceptable based on instructor's guidelines
DUTY AREA 9. Managing Marketing Information (IM)			
9.1	Identify the role of marketing information and procedures involved in gathering it.	9.1	Simulation, rated acceptable according to instructor's guidelines
DUTY AREA 10. Pricing Products and Services (PI)			
10.1	Explain the nature and scope of pricing.	10.1	Group project (e.g., investigating community pricing for a product line), rated acceptable based on instructor's guidelines
DUTY AREA 11. Developing Product/Service Planning Skills (PP)			
11.1	Explore the role of product/service planning in marketing.	11.1	Individual or group project, rated acceptable based on instructor's guidelines
DUTY AREA 12. Promoting Products and Services (PR)			
12.1	Examine the purposes of promotion. (F 8.1)	12.1	Student project, rated acceptable based on instructor's guidelines
12.2	Identify the types of promotion (personal selling, advertising, visual merchandising, public relations). (F 8.2)	12.2	Student project including search of print and non-print media, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
DUTY AREA 13. Understanding Risk Management (RM)			
13.1	Explain the nature and types of business risk.	13.1	Written or oral report, rated acceptable based on instructor's guidelines
13.2	Follow safety precautions.	13.2	Case studies, rated acceptable based on instructor's guidelines
13.3	Explore the importance of security procedures.	13.3	Written analysis of guest presentation/site visits, rated acceptable based on instructor's guidelines
DUTY AREA 14. Selling Products and Services (SE)			
14.1	Explain the purpose and importance of personal selling.	14.1	Role plays, rated acceptable based on instructor's guidelines
14.2	Explain the selling process. (F Duty Area 11)	14.2	Student analysis of sales demonstration to identify phases of the selling process, rated acceptable based on instructor's guidelines
14.3	Examine the need for and problems addressed by selling policies.	14.3	Case studies, rated acceptable based on instructor's guidelines
14.4	Perform mathematical calculations involved in preparing and closing a cash drawer. (F 16.1, 16.2)	14.4	Simulation, rated 100% accurate, based on instructor-prepared rating sheet
14.5	Acquire company information for use in providing customer services.	14.5	Student-prepared presentation, rated acceptable based on instructor's guidelines
14.6	Demonstrate customer-service techniques.	14.6	Role-play, rated acceptable based on instructor's guidelines
14.7	Obtain product information for various products.	14.7	Student presentation using a variety of merchandise samples, rated acceptable based on instructor's guidelines
14.8	Obtain selling information from company promotional material.	14.8	Student portfolio, rated acceptable based on instructor's guidelines
14.9	Obtain product information from selected individuals.	14.9	Student report, rated acceptable based on instructor's guidelines
14.10	Explain the use of brand names in selling.	14.10	Student report, rated acceptable based on instructor's guidelines
14.11	Address needs of individual personalities. (F 10.2)	14.11	Group role plays by students, rotating the role of salesperson, customer, and evaluator, rated acceptable based on instructor's guidelines

Competencies	Measures of Achievement
14.12 Use buying motives as the basis for a sales presentation. (F 10.3)	14.12 Case studies, rated acceptable based on instructor's guidelines
14.13 Use feature/benefit selling.	14.13 Student-prepared script following a sample sales demonstration, rated acceptable based on instructor's guidelines
14.14 Demonstrate product features. (F 9.2)	14.14 Student oral presentation, rated acceptable based on instructor's guidelines
14.15 Suggest product substitutes.	14.15 Small-group activity (e.g., to identify appropriate substitutes for sales items), rated acceptable based on instructor's guidelines
14.16 Facilitate customer buying decisions.	14.16 Case studies, rated acceptable based on instructor's guidelines
14.17 Open the sales presentation. (F 11.1)	14.17 Case studies on opening the sale, rated acceptable based on instructor's guidelines
14.18 Question for information. (F.11.2)	14.18 Student-developed questions from case studies, rated acceptable based on instructor's guidelines
14.19 Handle customer/client objections. (F 11.4)	14.19 Role play, rated acceptable based on instructor's guidelines
14.20 Close the sale. (F 11.5)	14.20 Case studies on buying decisions, rated acceptable based on instructor's guidelines
14.21 Demonstrate suggestion selling. (F 11.6)	14.21 Small-group activity responding to case problems, rated acceptable based on instructor's guidelines
14.22 Wrap/pack products. (F 12.1, 12.1)	14.22 Demonstration at training station, rated acceptable by training sponsor

Related Academic Standards of Learning for Marketing*

Instruction in the Marketing Program incorporates and reinforces Virginia's Standards of Learning (SOLs). Identified below are specific SOLs that are reinforced in this course. Local school divisions may wish to identify additional SOLs as reflected in instructional activities and cooperative efforts with other disciplines.

English Standards of Learning

Grade 11

11.1 The student will make persuasive presentations.
- Organize evidence to support a position.
- Present evidence clearly and convincingly.
- Support and defend ideas and thoughts in public forums.

11.2 The student will analyze and evaluate persuasive presentations.
- Critique the accuracy, relevance, and organization of evidence.
- Critique the clarity and effectiveness of delivery.

11.4 The student will read a variety of print material.
- Use information from texts to clarify or refine understanding of academic concepts.
- Read and follow directions to complete an application for college admission, a scholarship, or for employment.
- Read and follow directions to complete a laboratory experiment.
- Extend general and specialized vocabularies for reading and writing.
- Generalize ideas from selections to make predictions about other texts.

11.7 The student will write in a variety of forms with an emphasis on persuasion.
- Develop a focus for writing.
- Evaluate and cite applicable information.
- Organize ideas in a logical manner.
- Elaborate ideas clearly and accurately.
- Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- Revise writing for accuracy and depth of information.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.

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11.8 The student will write, revise, and edit personal and business correspondence to a standard acceptable in the workplace and higher education.

- Apply a variety of planning strategies to generate and organize ideas.
- Organize information to support the purpose of the writing.
- Present information in a logical manner.
- Revise writing for clarity.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.
- Use available technology.

11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

- Narrow a topic.
- Develop a plan for research.
- Collect information to support a thesis.
- Evaluate quality and accuracy of information.
- Synthesize information in a logical sequence.
- Document sources of information using a style sheet format, such as MLA or APA.
- Revise writing for clarity of content.
- Edit final copy for correct use of language, format, spelling, punctuation, and capitalization.
- Use available technology.

Grade 12

12.1 The student will make a 5-10 minute formal oral presentation.

- Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
- Use a well-structured narrative or logical argument.
- Use details, illustrations, statistics, comparisons, and analogies to support purposes.
- Use visual aids or technology to support presentation.

12.2 The student will evaluate formal presentations.

- Critique relationships among purpose, audience, and content of presentations.
- Critique effectiveness of presentations.

12.4 The student will read a variety of print material.

- Identify information needed to conduct a laboratory experiment or product evaluation.
- Draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual.
- Evaluate the quality of informational texts and technical manuals.
- Read and follow instructions to install a software program.

12.7 The student will develop expository and technical writings.

- Consider audience and purpose when planning for writing.
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12.8 The student will write documented research papers.

- Evaluate the accuracy and usefulness of information.
- Synthesize information to support the thesis.
- Present information in a logical manner.
- Cite sources of information using a standard method of documentation.
- Edit for correct use of language, capitalization, punctuation, and spelling in final copies.
- Use available technology.

Mathematics Standards of Learning

Computer Mathematics

COM.1 The student will describe the program development cycle: defining the problem, planning a solution, carrying out the plan, debugging the program, and providing program documentation.

COM.2 The student will write program specifications that define the constraints of a given problem. These specifications include descriptions of pre-conditions, post-conditions, the desired output, analysis of the available input, and an indication as to whether or not the program is solvable under the given conditions.

COM.3 The student will design a step-by-step plan (algorithm) to solve a given problem. The plan will be in the form of a program flowchart, pseudo code, a hierarchy chart and/or data flow diagram.

COM.4 The student will use operating system commands, which include creating a new file, opening an existing file, saving a file, making a printed copy (hard coy) of the file, and executing a program.

COM.5 The student will divide a given problem into manageable sections (modules) by task and implement the solution. The modules will include an appropriate user-defined function, subroutines and procedures. Enrichment topics can include user-defined libraries (units) and object-oriented programming.

COM.6 The student will design and implement the input phase of a program, which will include designing screen layout and getting information into the program by way of user interaction, data statements (BASIC), and/or file input. The input phase also will include methods of filtering out invalid data (error trapping).

COM.7 The student will design and implement the output phase of a computer program, which will include designing output layout, accessing a variety of output devices, using output statements, and labeling results.

COM.8 The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

COM.16 The student will select and implement appropriate data structures, including arrays (one-dimensional and/or multidimensional), files, and records. Implementation will include creating the data structure, putting information into the structure, and retrieving information from the structure.

COM.17 The student will implement pre-existing algorithms, including sort routines, search routines, and animation routines.

COM.22 The student will solve practical consumer problems that involve analyzing and interpreting graphs, charts, and/or tables.

COM.23 The student will solve mathematical problems using formulas, equations, and functions. Problems will include those related to geometry, business, and leisure (e.g., sports and recreational activities).

COM.24 The student will solve probability, data analysis, and statistical problems.

History and Social Science Standards of Learning

Grade 11

11.10 The student will analyze and explain the Great Depression, with emphasis on

- causes and effects of changes in business cycles;
- weaknesses in key sectors of the economy in the late 1920's;
- United States government economic policies in the late 1920's;
- causes and effects of the Stock Market Crash;
- the impact of the Depression on the American people;
- the impact of New Deal economic policies; and
- the impact of the expanded role of government in the economy since the 1930's.

11.14 The student will demonstrate an understanding of domestic policy issues in contemporary American society by

- comparing conservative and liberal economic strategies;
- explaining current patterns of Supreme Court decisions and evaluating their impact; and
- comparing the positions of the political parties and interest groups on major issues.

Grade 12

12.14 The student will compare the United States political and economic systems with those of major democratic and authoritarian nations, in terms of

- the structures and powers of political institutions;
- the rights and powers of the governed including grass roots citizen movements;

- economic goals and institutions and the role of government in the economy;
- the relationships between economic freedom and political freedom; and
- the allocation of resources and its impact on productivity.

12.15 The student will analyze the United States market economy, in terms of

- labor, capital, and natural resources;
- the interaction of supply and demand in markets;
- the role of private ownership, private enterprise, and profits;
- the relationships of households, firms, and government;
- labor/management relationships; and
- relationships to the global economy.

12.16 The student will analyze the role of government in the United States economy, with emphasis on

- monetary and fiscal policies;
- interstate commerce and international trade policies;
- providing favorable conditions for markets;
- providing public goods and services;
- protecting the environment; and
- promoting economic growth.

12.17 The student will evaluate the effect of monetary and fiscal policies on personal economic well-being, including employment opportunities, purchasing power, credit and interest rates, and opportunities for investment and savings.

12.18 The student will define common economic terms, including productivity, recession, depression, the business cycle, and inflation, and explain and interpret indicators of economic performance, including gross domestic product, consumer price index, unemployment rate, balance of trade, and stock market averages.

Advanced Marketing 8130 and 8131 (co-op)
Grade Level: 11/12 (18, 36 weeks)
Prerequisite: Marketing competencies

Description	Students continue to gain knowledge of the marketing functions and foundations as they relate to supervisory and management responsibilities and develop skills needed for advancement. They develop competencies for supervisory positions or for continuing education in a marketing-related field.
Note	This list contains competencies for a 36-week course. The list should be adjusted for courses of shorter duration.

Competencies		Measures of Achievement	
MARKETING FOUNDATIONS			
DUTY AREA 1. Developing a Career (CD)			
1.1	Determine career trends and opportunities in marketing.	1.1	Oral or written report, using information from Virginia VIEW, rated acceptable based on instructor's guidelines
1.2	Explore postsecondary training and educational opportunities.	1.2	Oral or written report, rated acceptable based on instructor's guidelines
1.3	Prepare an updated resume.	1.3	Student-prepared resume produced in a word processing or desktop publishing program, rated acceptable based on instructor-approved format
1.4	Tailor interview techniques to a variety of companies.	1.4	Role plays, rated acceptable based on instructor-prepared rating form
1.5	Explain the role of professional/trade organizations.	1.5	Student essay based on panel presentation, rated acceptable according to instructor's guidelines
1.6	Identify the purposes and goals of the student organization.	1.6	Written or oral identification, rated acceptable according to instructor's guidelines
1.7	Participate in course activities sponsored by the student organization (e.g., meetings, programs, and other projects that require specialized skills and concepts).	1.7	Student demonstration, all items rated acceptable according to instructor's guidelines

Competencies		Measures of Achievement	
DUTY AREA 2. Enhancing Communication Skills (CO)			
2.1	Write business documents (e.g., letters, memos, executive summaries).	2.1	Student-prepared portfolio of word-processing documents, rated acceptable based on instructor's guidelines
2.2	Prepare written reports (e.g., telephone message, accident report, theft report, employee evaluation, disciplinary report).	2.2	Student-prepared portfolio, rated acceptable based on instructor's guidelines
2.3	Make oral presentations (e.g., sales training session, group sales demonstration, sales reports).	2.3	Student presentation, rated acceptable by peers and/or instructor, based on instructor's guidelines
2.4	Use trade journals and periodicals as resources for professional development	2.4	Student-prepared research report, rated acceptable based on instructor's guidelines
2.5	Use telecommunications (e.g., e-mail, Virginia's PEN, FAX, teleconferencing) to conduct business with customers, vendors, and co-workers.	2.5	Demonstration, rated acceptable based on industry practices
DUTY AREA 3. Understanding Economics (EC)			
3.1	Explore opportunities and issues in international trade.	3.1	Student report (e.g., based on interview with a business owner who has international clientele), rated acceptable based on instructor's guidelines
3.2	Explain the concept of gross domestic product.	3.2	Oral or written test, average or above rating
3.3	Explain productivity and its effects.	3.3	Student report, rated acceptable based on instructor's guidelines
3.4	Describe the characteristics of each phase of the business cycle.	3.4	Student-prepared, computer-generated chart, average or above rating
3.5	Describe the concept of specialization/ division of labor.	3.5	Case studies, rated acceptable based on instructor's guidelines
3.6	Describe the relationship between organized labor and business.	3.6	Student report and portfolio of recent news articles, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
DUTY AREA 4. Developing Human Relations (HR)			
4.1	Use time-management principles.	4.1	Student-developed individual schedule (perhaps a computerized calendar), rated acceptable based on instructor-prepared guidelines
4.2	Demonstrate ability to use negotiation skills on the job.	4.2	Role play, rated acceptable based on instructor's guidelines
DUTY AREA 5. Examining Marketing and Business (MB)			
5.1	Apply the components of the marketing mix.	5.1	Student project to develop mix for a specific business, rated acceptable according to instructor's guidelines
5.2	Investigate market identification and segmentation.	5.2	Student-conducted interviews and report rated acceptable based on instructor's guidelines
5.3	Analyze the components of a marketing plan.	5.3	Oral or written analysis of sample marketing plans, rated acceptable based on instructor's guidelines
5.4	Analyze current trends in marketing, including human resources, merchandising, safety, supervision, etc., and their effects on business.	5.4	Case studies, rated acceptable based on instructor's guidelines
5.5	Investigate laws/regulations regarding recording/reporting accurate information (e.g., tax information, personnel records, credit information).	5.5	Group research project, rated acceptable based on instructor's guidelines
5.6	Describe the impact of environmental protection laws.	5.6	Individual or group reports, rated acceptable based on instructor's guidelines
5.7	Explain elements of ethical decision making.	5.7	Case studies, rated acceptable based on instructor's guidelines
5.8	Identify the potential impact of technology on marketing businesses.	5.8	Oral or written report using word processing program, rated acceptable based on instructor's guidelines
5.9	Identify unfair business practices.	5.9	Student-provided examples, rated acceptable based on instructor's guidelines
5.10	Analyze the impact of employee theft.	5.10	Case studies, rated acceptable based on instructor's guidelines
5.11	Examine consumer protection laws and agencies.	5.11	Case studies, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
DUTY AREA 6. Developing Marketing Management Skills (MN)			
6.1	Describe the functions of management, including planning, organizing, leading, controlling.	6.1	Oral or written test, average or above rating
6.2	Analyze planning tool options (budget, schedule, quotas, buying plans) used by management.	6.2	Group analysis of available computer application planning tools, rated acceptable based on instructor's guidelines
6.3	Explain the manager's role in expense control.	6.3	Case studies, rated acceptable based on instructor's guidelines
6.4	Apply decision-making skills to management situations.	6.4	Case studies, rated acceptable based on instructor's guidelines
6.5	Interpret manual and electronic financial statements (profit-loss statement, balance sheet, cash flow).	6.5	Oral analysis of instructor-provided statements, rated acceptable based on instructor's guidelines
6.6	Describe legal and ethical aspects of personnel management.	6.6	Case studies, rated acceptable based on instructor's guidelines
DUTY AREA 7. Performing Mathematical Operations (MA)			
7.1	Solve purchasing and other business financial problems (e.g., discounts, sales tax, commercial credit).	7.1	Case applications and problems using a variety of mathematical operations, completed according to instructor's guidelines
7.2	Solve first-degree algebraic equations (e.g., gross or net profit, pricing, purchasing).	7.2	Instructor-prepared worksheet, calculations completed with 100% accuracy
7.3	Analyze financial policies and procedures relating to the completion of sales transactions (checks, contracts, credit arrangements), including computerized systems.	7.3	Case problem reflecting local community business practices, rated acceptable based on instructor's guidelines
7.4	Calculate financial ratios (e.g., profit margin, cost margin).	7.4	Instructor-prepared worksheet, calculations completed with 100% accuracy
7.5	Evaluate computer software options for financial analysis (financial ratios, inventory shrinkage, payroll, etc.).	7.5	Student project, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
DUTY AREA 8. Analyzing Operations Needs (OP)			
8.1	Identify how computers are used in marketing.	8.1	Student project to identify computer use at work sites, rated acceptable based on instructor's guidelines
8.2	Compare the operational organizations in several businesses.	8.2	Student-prepared community-based project, rated acceptable based on instructor's guidelines
MARKETING FUNCTIONS			
DUTY AREA 9. Examining Distribution (DS)			
9.1	Compare common shipping methods.	9.1	Student-developed computer matrix comparing rates, discounts, services, shipping time, and delivery specifications, rated acceptable according to instructor's guidelines
9.2	Investigate wholesale buying practices.	9.2	Written report, rated acceptable based on instructor's guidelines
9.3	Describe the purposes of inventory control systems.	9.3	Student report based on interview with a person responsible for unit control, rated acceptable based on instructor's guidelines
9.4	Calculate inventory shrinkage.	9.4	Instructor-prepared worksheet, calculations completed with 100% accuracy
DUTY AREA 10. Examining Financing (FI)			
10.1	Identify legal considerations in granting credit.	10.1	Oral or written report, rated acceptable based on instructor's guidelines
10.2	Examine rationales for finance and credit policies.	10.2	Student-prepared simulated store policy guide, rated acceptable based on instructor's guidelines
DUTY AREA 11. Managing Marketing Information (IM)			
11.1	Explain the nature of sales forecasts.	11.1	Instructor-provided simulation, rated acceptable based on instructor's guidelines
11.2	Explain the elements of test marketing and the uses of findings.	11.2	Case study, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
11.3	Compare the advantages and disadvantages of various research approaches	11.3	Written or oral test, average or above rating
11.4	Develop a marketing research purpose statement and related research objectives.	11.4	Student-developed project, rated acceptable based on instructor's guidelines
11.5	Conduct a marketing research project.	11.5	Student-developed project, rated acceptable based on instructor's guideline
11.6	Analyze data for the existence of statistical patterns.	11.6	Student-prepared graph representing collected marketing data, rated acceptable based on instructor's guidelines
11.7	Organize a marketing research report.	11.7	Student-developed project using spreadsheet, rated acceptable based on instructor's guidelines
11.8	Present marketing research findings.	11.8	Oral report to panel of judges, rated acceptable based on instructor's guidelines
11.9	Explain the role of ethics in marketing research.	11.9	Case studies, rated acceptable based on instructor's guidelines
DUTY AREA 12. Pricing Products and Services (PI)			
12.1	Identify the psychological effects of pricing.	12.1	Customer survey, rated acceptable based on instructor's guidelines
12.2	Explain factors affecting selling price.	12.2	Case studies, rated acceptable based on instructor's guidelines
12.3	Explain the concept and components of markup.	12.3	Oral or written test, average or above rating
12.4	Apply formulas for pricing to compute markup and markdown.	12.4	Community-based project to collect data for classroom application of formulas
12.5	Calculate break-even point in units and dollars.	12.5	Instructor-prepared worksheet, calculations completed with 100% accuracy
12.6	Describe the roles of ethics in pricing.	12.6	Individual or group project, rated acceptable based on instructor's guidelines
DUTY AREA 13. Developing Product/Service Planning Skills (PP)			
13.1	Describe management considerations in providing customer service.	13.1	Case studies, rated acceptable based on instructor's guidelines
13.2	Describe types of product mix strategies.	13.2	Case studies, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
13.3	Describe product life cycles.	13.3	Case studies, rated acceptable based on instructor's guidelines
13.4	Describe factors affecting product/service planning.	13.4	Case studies, rated acceptable based on instructor's guidelines
13.5	Explain the need for consumer protection.	13.5	Written test, average or above rating
DUTY AREA 14. Promoting Products and Services (PR)			
14.1	Examine the concept of promotional mix.	14.1	Case studies, rated acceptable based on instructor's guidelines
14.2	Identify alternative methods of promoting sales (trade shows, expositions, special events, charity).	14.2	Student project for promoting a product, rated acceptable based on instructor's guidelines
14.3	Compare the benefits of various types of promotional media, including direct marketing and telemarketing.	14.3	Promotional game activity, rated acceptable based on instructor's guidelines
14.4	Calculate media costs.	14.4	Student project developing and calculating cost of a media strategy in a community, rated acceptable based on instructor's guidelines
14.5	Select promotional media to reflect company image and financial resources.	14.5	Student simulation, rated acceptable based on instructor's guidelines
14.6	Develop a promotional plan or compaign.	14.6	Student promotional plan based on a community business, rated acceptable based on instructor's guidelines
14.7	Develop a publicity plan.	14.7	Student publicity plan based on a community business, rated acceptable based on instructor's guidelines
14.8	Prepare copy for print advertisement.	14.8	Student-written newspaper ad for a product or business, rated acceptable by advertising representative from community newspaper
DUTY AREA 15. Purchasing Products and Services (PU)			
15.1	Explain the nature of purchasing for resale.	15.1	Written quiz on panel discussions by local business people, rated acceptable based on instructor's guidelines
15.2	Determine what goods and services to buy.	15.2	Computer simulation, rated acceptable based on instructor's guidelines

Competencies		Measures of Achievement	
15.3	Determine when to buy.	15.3	Computer simulation, rated acceptable based on instructor's guidelines
15.4	Determine open-to-buy in the buying process.	15.4	Computer simulation, rated acceptable based on instructor's guidelines
15.5	Prepare buying plan.	15.5	Computer simulation, rated acceptable based on instructor's guidelines
15.6	Obtain competing prices from vendors.	15.6	Computer simulation, rated acceptable based on instructor's guidelines
15.7	Calculate merchandising-related discounts.	15.7	Instructor-prepared discount worksheet, calculations completed with 100% accuracy
15.8	Choose vendors.	15.8	Computer simulation, rated acceptable based on instructor's guidelines
15.9	Develop a merchandising plan.	15.9	Computer simulation, rated acceptable based on instructor's guidelines
DUTY AREA 16. Selling Products and Services (SE)			
16.1	Use buying motives as basis for sales presentation.	16.1	Student-written script, rated acceptable based on instructor's guidelines
16.2	Explain key factors in building a clientele.	16.2	Student-created sales plan and computerized clientele database, rated acceptable based on instructor's guidelines
16.3	Explain the uses of a prospect list.	16.3	Report based on interviews with successful sales people, rated acceptable based on instructor's guidelines
16.4	Probe for information in sales situations.	16.4	Role plays by pairs of students, rated acceptable based on instructor's guidelines
16.5	Demonstrate appropriate follow-up techniques.	16.5	Small group evaluation of instructor-provided techniques, rated acceptable based on instructor's guidelines
16.6	Explain sales quotas.	16.6	Student presentation on advantages and disadvantages of two sales quota plans, rated acceptable based on instructor's guidelines
16.7	Explain the principles of territory management.	16.7	Student report on guest speaker presentation, rated acceptable based on instructor guidelines
16.8	Conduct a group sales presentation.	16.8	Group simulation, rated acceptable based on instructor's guidelines

Competencies	Measures of Achievement
16.9 Explain the nature of sales training.	16.9 Case study, rated acceptable based on instructor's guidelines
16.10 Describe the purposes of sales meetings.	16.10 Student report based on local business practice, rated acceptable based on instructor's guidelines
16.11 Examine the motivational aspects of sales contests.	16.11 Student interview of sales contest participants, rated acceptable based on instructor's guidelines
16.12 Prepare sales reports.	16.12 Computer simulation, rated acceptable based on instructor's guidelines

Related Academic Standards of Learning for Advanced Marketing*

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English Standards of Learning

Grade 11

11.1 The student will make persuasive presentations.

- Organize evidence to support a position.
- Present evidence clearly and convincingly.
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11.2 The student will analyze and evaluate persuasive presentations.

- Critique the accuracy, relevance, and organization of evidence.
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- Use information from texts to clarify or refine understanding of academic concepts.
- Read and follow directions to complete an application for college admission, a scholarship, or for employment.
- Read and follow directions to complete a laboratory experiment.
- Extend general and specialized vocabularies for reading and writing.
- Generalize ideas from selections to make predictions about other texts.

11.7 The student will write in a variety of forms with an emphasis on persuasion.

- Develop a focus for writing.
- Evaluate and cite applicable information.
- Organize ideas in a logical manner.
- Elaborate ideas clearly and accurately.
- Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- Revise writing for accuracy and depth of information.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.

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- Apply a variety of planning strategies to generate and organize ideas.
- Organize information to support the purpose of the writing.
- Present information in a logical manner.
- Revise writing for clarity.
- Edit final copies for correct use of language, spelling, punctuation, and capitalization.
- Use available technology.

11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

- Narrow a topic.
- Develop a plan for research.
- Collect information to support a thesis.
- Evaluate quality and accuracy of information.
- Synthesize information in a logical sequence.
- Document sources of information using a style sheet format, such as MLA or APA.
- Revise writing for clarity of content.
- Edit final copy for correct use of language, format, spelling, punctuation, and capitalization.

Grade 12

12.1 The student will make a 5-10 minute formal oral presentation.

- Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
- Use a well-structured narrative or logical argument.
- Use details, illustrations, statistics, comparisons, and analogies to support purposes.
- Use visual aids or technology to support presentation.

12.2 The student will evaluate formal presentations.

- Critique relationships among purpose, audience, and content of presentations.
- Critique effectiveness of presentations.

12.4 The student will read a variety of print material.

- Identify information needed to conduct a laboratory experiment or product evaluation.
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- Evaluate the quality of informational texts and technical manuals.
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- Consider audience and purpose when planning for writing.
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- Present information in a logical manner.
- Cite sources of information using a standard method of documentation.
- Edit for correct use of language, capitalization, punctuation, and spelling in final copies.
- Use available technology.

Mathematics Standards of Learning

Computer Mathematics

COM.1 The student will describe the program development cycle: defining the problem, planning a solution, carrying out the plan, debugging the program, and providing program documentation.

COM.2 The student will write program specifications that define the constraints of a given problem. These specifications include descriptions of pre-conditions, post-conditions, the desired output, analysis of the available input, and an indication as to whether or not the program is solvable under the given conditions.

COM.3 The student will design a step-by-step plan (algorithm) to solve a given problem. The plan will be in the form of a program flowchart, pseudo code, a hierarchy chart and/or data flow diagram.

COM.4 The student will use operating system commands, which include creating a new file, opening an existing file, saving a file, making a printed copy (hard copy) of the file, and executing a program.

COM.5 The student will divide a given problem into manageable sections (modules) by tasks and implement the solution. The modules will include an appropriate user-defined function, subroutines, and procedures. Enrichment topics can include user-defined libraries (units) and object-oriented programming.

COM.6 The student will design and implement the input phase of a program, which will include designing screen layout and getting information into the program by way of user interaction, data statements (BASIC), and/or file input. The input phase will also include methods of filtering out invalid data (error trapping).

COM.7 The student will design and implement the output phase of a computer program, which will include designing output layout, accessing a variety of output devices, using output statements, and labeling results.

COM.8 The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

COM.16 The student will select and implement appropriate data structures, including arrays (one-dimensional and/or multi-dimensional), files, and records. Implemenatation will include creating the data structure, putting information into the structure, and retrieving information from the structure.

COM.17 The student will implement pre-existing algorithms, including sort routines, search routines, and animation routines.

COM.22 The student will solve practical consumer problems that involve analyzing and interpreting graphs, charts, and/or tables.

COM.23 The student will solve mathematical problems using formulas, equations, and functions. Problems will include those related to geometry, business, and leisure (e.g., sports and recreational activities).

COM.24 The student will solve probability, data analysis, and statistical problems.

History and Social Science Standards of Learning

Grade 11

11.10 The student will analyze and explain the Great Depression, with emphasis on

- causes and effects of changes in business cycles;
- weaknesses in key sectors of the economy in the late 1920's;
- United States government economic policies in the late 1920's;
- causes and effects of the Stock Market Crash;
- the impact of the Depression on the American people;
- the impact of New Deal economic policies; and
- the impact of the expanded role of government in the economy since the 1930's.

11.14 The student will demonstrate an understanding of domestic policy issues in contemporary American society by

- comparing conservative and liberal economic strategies;
- explaining current patterns of Supreme Court decisions and evaluating their impact; and
- comparing the positions of the political parties and interest groups on major issues.

Grade 12

12.14 The student will compare the United States political and economic systems with those of major democratic and authoritarian nations, in terms of

- the structures and powers of political institutions;
- the rights and powers of the governed including grass roots citizen movements;
- economic goals and institutions and the role of government in the economy;
- the relationships between economic freedom and political freedom; and
- the allocation of resources and its impact on productivity.

12.15 The student will analyze the United States market economy, in terms of

- labor, capital, and natural resources;
- the interaction of supply and demand in markets;
- the role of private ownership, private enterprise, and profits;
- the relationships of households, firms, and government;
- labor/management relationships; and
- relationships to the global economy.

12.16 The student will analyze the role of government in the United States economy, with emphasis on

- monetary and fiscal policies;
- interstate commerce and international trade policies;
- providing favorable conditions for markets;
- providing public goods and services;
- protecting the environment; and
- promoting economic growth.

12.17 The student will evaluate the effect of monetary and fiscal policies on personal economic well-being, including employment opportunities, purchasing power, credit and interest rates, and opportunities for investment and savings.

12.18 The student will define common economic terms, including productivity, recession, depression, the business cycle, and inflation, and explain and interpret indicators of economic performance, including gross domestic product, consumer price index, unemployment rate, balance of trade, and stock market averages.

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DS LAP 003	*Unit Inventory Control Systems,* 1992
DS LAP 004	*Inventory Shrinkage,* 1992
DS LAP 005	*Receiving Process,* 1993
EC LAP 001	*Gross National Product,* 1993
EC LAP 002	*Profit,* 1993
EC LAP 004	*International Trade,* 1987
EC LAP 005	*Organized Labor,* 1987
EC LAP 006	*Economics,* 1995
EC LAP 007	*Specialization of Labor,* 1987
EC LAP 008	*Competition,* 1995
EC LAP 009	*Business Cycles,* 1988
EC LAP 010	*Goods and Services,* 1993
EC LAP 011	*Supply and Demand,* 1994
EC LAP 012	*Price,* 1994
EC LAP 013	*Utility,* 1994
EC LAP 014	*Economic Resources,* 1990
EC LAP 015	*Private Enterprise,* 1990
EC LAP 016	*Government and Business,* 1993

EC LAP 017 *Economic Systems*, 1993
EC LAP 018 *Productivity*, 1991

FI LAP 001 *Legal Considerations in Granting Credit*, 1994
FI LAP 002 *Credit and Its Importance*, 1992

HR LAP 001 *Human Relations: What, Why, How?* 1991
HR LAP 003 *Using Feedback for Personal Growth*, 1991
HR LAP 005 *Acting Responsibly*, 1994
HR LAP 009 *Positive Working Relationships*, 1991
HR LAP 011 *Positive Attitude*, 1995
HR LAP 015 *Creativity*, 1992
HR LAP 016 *Assertiveness*, 1991
HR LAP 019 *Honesty and Integrity*, 1991
HR LAP 021 *Handling Difficult Customers*, 1995
HR LAP 022 *Time Management*, 1990
HR LAP 023 *Handling Customer Complaints*, 1991
HR LAP 024 *Treating Others Fairly at Work*, 1994

IM LAP 002 *Marketing-Information Management*, 1995
IM LAP 003 *Nature of Sales Forecasts*, 1993
IM LAP 004 *Forecasting Sales*, 1993

MA LAP 044 *Algebraic Expressions*, 1991
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MB LAP 001 *Marketing*, 1995
MB LAP 002 *Marketing Functions*, 1993
MB LAP 004 *Marketing Strategies*, 1995
MB LAP 003 *Channels of Distribution*, 1993
MB LAP 005 *Market Identification*, 1990
MB LAP 006 *Business and Society*, 1995

MN LAP 055 *Managing Diversity in the Workplace*, 1994

PI LAP 001 *Psychological Pricing*, 1995
PI LAP 002 *Pricing*, 1994
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PP LAP 001 *Customer Services*, 1988
PP LAP 003 *Product Mix*, 1991
PP LAP 005 *Product/Service Planning*, 1991
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PR LAP 002 *Promotion*, 1994

PR LAP 003	*Types of Promotional Media*, 1994
PR LAP 004	*Types of Promotion*, 1995
PR LAP 005	*Selecting Promotional Media*, 1990
PR LAP 006	*Calculating Media Costs*, 1990
PR LAP 008	*Promoting through Publicity*, 1995
PR LAP 009	*Preparing Print Ad Copy*, 1994
PU LAP 001	*Purchasing*, 1989
PU LAP 003	*Merchandising-Related Discounts*, 1993
RM LAP 001	*Risk Management*, 1987
RM LAP 002	*Following Safety Precautions*, 1993
RM LAP 004	*Security Precautions*, 1995
SE LAP 100	*Handling Objections*, 1991
SE LAP 101	*Opening the Sale*, 1990
SE LAP 102	*Using Buying Motives*, 1991
SE LAP 103	*Product Demonstration*, 1993
SE LAP 105	*Packing/Wrapping Merchandise*, 1991
SE LAP 107	*Closing Sales*, 1995
SE LAP 108	*Customer Buying Decisions*, 1990
SE LAP 109	*Using Buying Motives*, 1991
SE LAP 110	*Using Suggestion Selling*, 1995
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SE LAP 113	*Feature-Benefit Selling*, 1986
SE LAP 114	*Questioning*, 1993
SE LAP 115	*Building Clientele*, 1991
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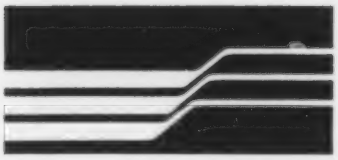


Appendix A
Student Competency Records

Student Competency Records

The Student Competency Record is a tool for registering a student's achievement. The form lists the competencies for a course by duty area (e.g., Exploring Entrepreneurship, or Promoting Products and Services).

The suggested form below contains a blank to the left and four columns to the right of each competency (Figure 2).

MARKETING	1	2	3	4
Promoting Products and Services (PR)				
___ 12.1 Examine the purpose of promotion.				
___ 12.2 Identify the types of promotion.				

Figure 2. Student Competency Record

Possible uses for the blanks in the left-hand column are as follows:

- serve as a "sign-off" column for the instructor's initials after student has met the criteria
- designate which competencies have been "assigned" with a date for assignment
- enter a date to indicate that the competency is to be completed during a designated grading period

Columns marked 1-4 on the right hand side of the form are usually reserved for recordkeeping of evaluations. The recommended procedure is that each competency be evaluated several times before final certification of competence is issued. In such cases, each column could represent an evaluation. Scores could be in terms of

- percentage of completion
- "S" or "U" for satisfactory or unsatisfactory
- level of competency/skill rating (e.g., 1 = Acceptable rating without supervision, 2 = Acceptable rating with supervision, 3 = Unacceptable rating, 4 = Not applicable). The instructor should assign criteria for achievement rating according to local circumstances.

Alternatively, columns 1-4 might be used for different evaluators' scores: column 1 for self-evaluation, column 2 for teacher evaluation, column 3 for training-sponsor, column 4 for re-evaluation by teacher. A column could be reserved for competencies taught or reinforced in the student's co-op experience.

The Student Competency Record should be signed and dated by the teacher and by the student. The original should remain at the school and be filed with the student's permanent records. A copy of the Competency Record (with designated signatures) may be provided for each student, following procedures at the locality.

VIRGINIA MARKETING PROGRAM
STUDENT COMPETENCY RECORD

Make It Your Business

Student _____ School Year _____

School _____ Teacher-Coordinator _____

Duty Area 1. Exploring Entrepreneurship				
__ 1. Identify characteristics of entrepreneurs.				
__ 2. Explain the benefits and liabilities of starting a business.				
__ 3. Select a type of business ownership.				
Duty Area 2. Conducting a Needs Assessment				
__ 1. Identify customer needs.				
__ 2. Analyze competitive environment.				
Duty Area 3. Planning the Product or Service				
__ 1. Select product or service.				
__ 2. Conduct market research.				
__ 3. Select resources, mentors, and professional advisors (e.g., accountant, attorney).				
Duty Area 4. Preparing a Marketing Strategy				
__ 1. Select target market.				
__ 2. Determine price.				
__ 3. Select distribution method(s).				
__ 4. Develop a promotional campaign.				

Duty Area 5. Developing the Financial Plan				
__ 1. Estimate expenses.				
__ 2. Identify break-even point.				
__ 3. Set profit goal.				
__ 4. Identify sources of capital.				
Duty Area 6. Planning Production				
__ 1. Identify work tasks.				
__ 2. Develop job description.				
__ 3. Establish work flow.				
__ 4. Develop quality-control procedures.				
Duty Area 7. Staffing the Business				
__ 1. Hire employee.				
__ 2. Train employee.				
__ 3. Evaluate staff.				
Duty Area 8. Operating the Business				
__ 1. Produce product (or perform service).				
__ 2. Implement marketing strategy.				
__ 3. Maintain business records.				
Duty Area 9. Evaluating the Business				
__ 1. Evaluate all functions of the business.				
__ 2. Allocate profit.				

Duty Area 10. Participating in Co-Curricular Activities				
__ 1. Identify the purposes and goals of the student organization.				
__ 2. Participate in course activities sponsored by the student organization (e.g., meetings, programs, and other projects that require specialized skills and concepts).				

This is to certify that _____

of _____

has successfully mastered the competencies for the *Make It Your Business* course as indicated above.

(Signed) _____
Teacher-Coordinator

Date _____

(Signed) _____
Student

Date _____

VIRGINIA MARKETING PROGRAM
STUDENT COMPETENCY RECORD

Principles of Business and Marketing

Student _____ School Year _____

School _____ Teacher-Coordinator _____

Duty Area 1. Exploring the Worlds of Business and Marketing				
__ 1. Compare and contrast major types of business ownership.				
__ 2. Describe the business and marketing functions.				
__ 3. Describe the channels of distribution.				
__ 4. Identify the components of the marketing process.				
__ 5. Explain the importance of marketing.				
__ 6. Summarize the marketing concept.				
__ 7. Describe how the elements of the marketing mix affect the target market.				
__ 8. Explain product planning.				
__ 9. Investigate technological trends in business and marketing.				
Duty Area 2. Understanding the Role of Economics in a Global Economy				
__ 1. Identify the economic process.				
__ 2. Explain the importance of economics.				
__ 3. Distinguish among economic resources.				
__ 4. Identify characteristics of free enterprise.				
__ 5. Compare the American economic system with other systems.				
__ 6. Explain economic interdependence.				
__ 7. Describe problems and benefits of world trade.				

Duty Area 3. Developing Communication and Interpersonal Skills				
__ 1. Place/receive telephone calls.				
__ 2. Identify ethical and unethical business practices.				
__ 3. Determine the social responsibility of a business to the community.				
__ 4. Employ listening skills.				
__ 5. Demonstrate nonverbal communication.				
__ 6. Identify how individual traits affect interpersonal relations.				
Duty Area 4. Making Consumer Choices				
__ 1. Identify rights and responsibilities of consumers.				
__ 2. Prepare and balance a budget.				
__ 3. Record income and expenditures.				
__ 4. Compute the per-unit cost of products.				
__ 5. Identify methods of handling consumer complaints.				
__ 6. Identify various consumer protection agencies.				
__ 7. Identify components of a guarantee, warranty, and contract.				
__ 8. Explain information found on product labels.				
__ 9. Complete income tax forms.				
__ 10. Compute gross and net pay.				
__ 11. Identify types of insurance.				
__ 12. Identify banking services.				
__ 13. Maintain checking and saving accounts.				
__ 14. Compare the sources of consumer credit.				
__ 15. Select the best buy among products and services.				
__ 16. Complete a sample credit application.				

Duty Area 5. Developing Employability Skills				
__ 1. Identify the purposes and goals of the student organization.				
__ 2. Participate in course activities sponsored by the student organization (e.g., meetings, programs, and other projects that require specialized skills and concepts).				
__ 3. Explore careers.				
__ 4. Assess individual interests and aptitudes.				
__ 5. Identify sources of employment information.				
__ 6. Write a letter of application.				
__ 7. Prepare a resume.				
__ 8. Complete an employment application form.				
__ 9. Complete an employment interview.				
__ 10. Design a portfolio.				
__ 11. Prepare an interview follow-up letter.				
__ 12. Identify characteristics of successful workers.				
__ 13. Apply for a promotion.				
__ 14. Identify the steps to follow in resigning from a position.				

This is to certify that _____

of _____

has successfully mastered the competencies for the *Principles of Business and Marketing* course as indicated above.

(Signed) _____
Teacher-Coordinator

Date _____

(Signed) _____
Student

Date _____

VIRGINIA MARKETING PROGRAM
STUDENT COMPETENCY RECORD

Marketing

Student	School Year
School	Teacher-Coordinator

MARKETING FOUNDATIONS				
Duty Area 1. Developing a Career (CD)				
__ 1.1 Assess personal interests and skills for success in marketing careers.				
__ 1.2 Identify personality traits important to marketing careers.				
__ 1.3 Identify career opportunities in marketing.				
__ 1.4 Develop a resume.				
__ 1.5 Identify current job opportunities in marketing (including international).				
__ 1.6 Use traditional and non-traditional job search strategies, including directories and bulletin boards of the Internet and Virginia VIEW.				
__ 1.7 Obtain documents for employment.				
__ 1.8 Select clothing for a job interview.				
__ 1.9 Complete an employment interview.				
__ 1.10 Identify the purposes and goals of the student orgnization.				
__ 1.11 Participate in course activities sponsored by the student organization.				
Duty Area 2. Enhancing Communication Skills (CO)				
__ 2.1 Address people appropriately.				
__ 2.2 Receive and make telephone calls.				
__ 2.3 Write various types of business communications.				
__ 2.4 Give and follow written and oral directions.				
__ 2.5 Respond to customers' and co-workers' inquiries.				
__ 2.6 Translate technical language into commonly understood language.				
__ 2.7 Interpret company policy to customers.				

MARKETING FOUNDATIONS				
Duty Area 2. Enhancing Communication Skills (CO) (continued)				
__ 2.8 Communicate suggestions to supervisors.				
Duty Area 3. Understanding Economics (EC)				
__ 3.1 Investigate the nature of economics and economic activities.				
__ 3.2 Classify economic goods and services.				
__ 3.3 Identify types of economic resources.				
__ 3.4 Identify the types of product utility.				
__ 3.5 Explore the factors affecting supply and demand in the economy.				
__ 3.6 Explain how price is determined.				
__ 3.7 Compare the types of economic systems.				
__ 3.8 Identify the characteristics of private enterprise.				
__ 3.9 Explain the role of profit in private enterprise.				
__ 3.10 Describe the effects of competition in a private enterprise economy.				
__ 3.11 Analyze government involvement in business.				
Duty Area 4. Developing Human Relations (HR)				
__ 4.1 Demonstrate assertiveness appropriate to marketing.				
__ 4.2 Use feedback to improve work.				
__ 4.3 Analyze components of positive working relationships.				
__ 4.4 Function as a team member.				
__ 4.5 Examine ethical behavior in marketing.				
__ 4.6 Demonstrate problem-solving skills.				
__ 4.7 Identify potentially difficult customers and ways of responding.				
__ 4.8 Handle customer/client complaints.				

MARKETING FOUNDATIONS				
Duty Area 5. Examining Marketing and Business (MB)				
__ 5.1 Explain the nature of business activities.				
__ 5.2 Explain the concept of management.				
__ 5.3 Explain marketing and its relationship to business and the economy.				
__ 5.4 Explain the concepts of production and operations.				
__ 5.5 Explain the purposes of accounting.				
__ 5.6 Identify marketing functions and their importance.				
Duty Area 6. Performing Mathematical Operations (MA)				
__ 6.1 Solve purchasing and other business financial problems.				
__ 6.2 Solve simple and compound interest problems related to financial transactions.				
MARKETING FUNCTIONS				
Duty Area 7. Examining Distribution (DS)				
__ 7.1 Explain the marketing functions of distribution.				
__ 7.2 Trace the channels of distribution for selected products.				
__ 7.3 Interpret common buying and shipping terms.				
__ 7.4 Explain the receiving process.				
__ 7.5 Compare manual and computerized inventory control systems.				
Duty Area 8. Examining Financing (FI)				
__ 8.1 Explain the nature and scope of financing.				
__ 8.2 Identify the types and purposes of credit.				

MARKETING FUNCTIONS				
Duty Area 9. Managing Marketing-Information (IM)				
__ 9.1 Identify the role of marketing information and the procedures involved in gathering it.				
Duty Area 10. Pricing Products and Services (PI)				
__ 10.1 Explain the nature and scope of pricing.				
Duty Area 11. Developing Product/Service Planning Skills (PP)				
__ 11.1 Explore the role of product/service planning in marketing.				
Duty Area 12. Promotiong Products and Services (PR)				
__ 12.1 Examine the purposes of promotion.				
__ 12.2 Identify the types of promotion.				
Duty Area 13. Understanding Risk Management (RM)				
__ 13.1 Explain the nature and types of business risk.				
__ 13.2 Follow safety precautions.				
__ 13.3 Explore the importance of security procedures.				
Duty Area 14. Selling Products and Services (SE)				
__ 14.1 Explain the purpose and importance of personal selling.				
__ 14.2 Explain the selling process.				
__ 14.3 Examine the need for and problems addressed by selling policies.				
__ 14.4 Perform mathematical calculations involved in preparing and closing a cash drawer.				
__ 14.5 Acquire company information for use in providing customer services.				
__ 14.6 Demonstrate customer-service techniques.				

MARKETING FUNCTIONS				
Duty Area 14. Selling Products and Services (SE) (continued)				
__ 14.7 Obtain product information for various products.				
__ 14.8 Obtain selling information from company promotional material.				
__ 14.9 Obtain product information from selected individuals.				
__ 14.10 Explain the use of brand names in selling.				
__ 14.11 Address the needs of individual personalities.				
__ 14.12 Use buying materials as the basis for a sales presentation.				
__ 14.13 Use feature/benefit selling.				
__ 14.14 Demonstrate product features.				
__ 14.15 Suggest product substitutes.				
__ 14.16 Facilitate customer buying decisions.				
__ 14.17 Open the sales presentation.				
__ 14.18 Question for information.				
__ 14.19 Handle customer/client objections.				
__ 14.20 Close the sale.				
__ 14.21 Demonstrate suggestion selling.				
__ 14.22 Wrap/pack products.				

This is to certify that _____

of _____

has successfully mastered the competencies for the *Marketing* course as indicated above.

(Signed) _____
Teacher-Coordinator

Date _____

(Signed) _____
Student

Date _____

VIRGINIA MARKETING PROGRAM
STUDENT COMPETENCY RECORD

Advanced Marketing

Student _____ School Year _____

School _____ Teacher-Coordinator _____

MARKETING FOUNDATIONS				
Duty Area 1. Developing a Career (CD)				
__ 1.1 Determine career trends and opportunities in marketing.				
__ 1.2 Explore postsecondary training and educational opportunities.				
__ 1.3 Prepare an updated resume.				
__ 1.4 Tailor interview techniques to a variety of companies.				
__ 1.5 Explain the role of professional/trade organizations.				
__ 1.6 Identify the purposes and goals of the student organization.				
__ 1.7 Participate in course activities sponsored by the student organization.				
Duty Area 2. Enhancing Communication Skills (CO)				
__ 2.1 Write business documents.				
__ 2.2 Prepare written reports.				
__ 2.3 Make oral presentations.				
__ 2.4 Use trade journals and periodicals as resources for professional development.				
__ 2.5 Use telecommunications to conduct business with customers, vendors, and co-workers.				

MARKETING FOUNDATIONS				
Duty Area 3. Understanding Economics (EC)				
__ 3.1 Explore opportunities and issues in international trade.				
__ 3.2 Explain the concept of gross domestic product.				
__ 3.3 Explain productivity and its effects.				
__ 3.4 Describe the causes of each phase of the business cycle.				
__ 3.5 Examine the concept of specialization/division of labor.				
__ 3.6 Examine the concept of organized labor and business.				
Duty Area 4. Developing Human Relations (HR)				
__ 4.1 Use time-management principles.				
__ 4.2 Demonstrate ability to use negotiation skills on the job.				
Duty Area 5. Examining Marketing and Business (MB)				
__ 5.1 Apply the components of the marketing mix.				
__ 5.2 Investigate market identification and segmentation.				
__ 5.3 Analyze the components of a marketing plan.				
__ 5.4 Analyze current trends in marketing and their effects on business.				
__ 5.5 Investigate laws/regulations regarding recording and reporting accurate information.				
__ 5.6 Describe the impact of environmental protection laws.				
__ 5.7 Explain elements of ethical decision making.				
__ 5.8 Identify the potential impact of technology on marketing businesses.				
__ 5.9 Identify unfair business practices.				
__ 5.10 Analyze the impact of employee theft.				
__ 5.11 Examine consumer protection laws and agencies.				

MARKETING FOUNDATIONS				
Duty Area 6. Developing Marketing Management Skills (MN)				
__ 6.1 Describe the functions of management.				
__ 6.2 Analyze planning tool options.				
__ 6.3 Explain the manager's role in expense control.				
__ 6.4 Apply decision-making skills to management situations.				
__ 6.5 Interpret manual and electronic financial statements.				
__ 6.6 Describe legal and ethical aspects of personnel management.				
Duty Area 7. Performing Mathematical Operations (MA)				
__ 7.1 Solve purchasing and other business financial problems.				
__ 7.2 Solve first-degree algebraic equations.				
__ 7.3 Analyze financial policies and procedures related to the completion of sales transactions.				
__ 7.4 Calculate financial ratios.				
__ 7.5 Evaluate computer software options for financial analysis.				
Duty Area 8. Analyzing Operations Needs (OP)				
__ 8.1 Identify how computers are used in marketing.				
__ 8.2 Compare the operational organizations in several businesses.				
Duty Area 9. Examining Distribution (DS)				
__ 9.1 Compare common shipping methods.				
__ 9.2 Investigate wholesale buying practices.				
__ 9.3 Describe the purposes of inventory control systems.				
__ 9.4 Calculate inventory shrinkage.				

MARKETING FOUNDATIONS				
Duty Area 10. Examining Financing (FI)				
__ 10.1 Identify legal considerations in granting credit.				
__ 10.2 Examine rationale for finance and credit policies.				
Duty Area 11. Managing Marketing Information (IM)				
__ 11.1 Explain the nature of sales forecasts.				
__ 11.2 Explain the elements of test marketing and the uses of findings.				
__ 11.3 Compare the advantages and disadvantages of various research approaches.				
__ 11.4 Develop a marketing research purpose statement and related objectives.				
__ 11.5 Conduct a marketing research project.				
__ 11.6 Analyze data for the existence of statistical patterns.				
__ 11.7 Organize a marketing research report.				
__ 11.8 Present market research findings.				
__ 11.9 Explain the role of ethics in marketing research.				
Duty Area 12. Pricing Products and Services (PI)				
__ 12.1 Identify the psychological effects of pricing.				
__ 12.2 Explain factors affecting selling price.				
__ 12.3 Explain the concept and components of markup.				
__ 12.4 Apply formulas for pricing to compute markup and markdown.				
__ 12.5 Calculate break-even point in units and dollars.				
__ 12.6 Describe the role of ethics in pricing.				

MARKETING FOUNDATIONS				
Duty Area 13. Developing Product/Service Planning Skills (PP)				
__ 13.1 Describe management and considerations in providing customer service.				
__ 13.2 Describe types of product mix strategies.				
__ 13.3 Describe product life cycles.				
__ 13.4 Describe factors affecting product/service planning.				
__ 13.5 Explain the need for consumer protection.				
Duty Area 14. Promoting Products and Services (PR)				
__ 14.1 Examine the concept of promotional mix.				
__ 14.2 Identify alternative methods of promoting sales.				
__ 14.3 Compare the benefits of various types of promotional media, including direct marketing and telemarketing.				
__ 14.4 Calculate media costs.				
__ 14.5 Select promotional media to reflect company image and financial resources.				
__ 14.6 Develop a promotional plan or campaign.				
__ 14.7 Develop a publicity plan.				
__ 14.8 Prepare copy for a print advertisement.				
Duty Area 15. Purchasing Products and Services (PU)				
__ 15.1 Explain the nature of purchasing for resale.				
__ 15.2 Determine what goods and/or services to buy.				
__ 15.3 Determine when to buy.				
__ 15.4 Determine open-to-buy in the buying process.				
__ 15.5 Prepare buying plan.				
__ 15.6 Obtain competing prices from vendors.				
__ 15.7 Calculate merchandising-related discounts.				
__ 15.8 Choose vendors.				

MARKETING FOUNDATIONS				
Duty Area 15. Purchasing Products and Services (PU) (continued)				
__ 15.9 Develop a merchandising plan.				
Duty Area 16. Selling Products and Services (SE)				
__ 16.1 Use buying motives as basis for sales presentation.				
__ 16.2 Explain key factors in building a clientele.				
__ 16.3 Explain the uses of a prospect list.				
__ 16.4 Probe for information in sales situations.				
__ 16.5 Demonstrate appropriate follow-up techniques.				
__ 16.6 Explain sales quotas.				
__ 16.7 Explain the principles of territory management.				
__ 16.8 Conduct a group sales presentation.				
__ 16.9 Explain the nature of sales training.				
__ 16.10 Describe the purposes of sales meetings.				
__ 16.11 Examine the motivational aspects of sales contests.				
__ 16.12 Prepare sales reports.				

This is to certify that _____

of _____

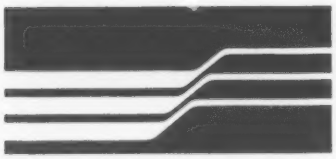
has successfully mastered the competencies for the Advanced Marketing course as indicated above.

(Signed) _____
Teacher-Coordinator

Date _____

(Signed) _____
Student

Date _____



Appendix B
All Aspects of the Marketing Industry

All Aspects of the Marketing Industry

"All aspects of the industry" refers to the context in which the marketing industry exists. The concept is intended to encourage a broader exploration of marketing's scope—how the industry functions— than students might normally gain through mastering a narrow set of tasks. The Technical Committee identified related competencies for the following eight categories of industry specified by Federal legislation:

Planning
Management
Finance
Underlying principles of technology
Labor issues
Community issues
Health, safety, and environment issues
Technical and production skills

The following competencies taught in the *Marketing* and *Advanced Marketing* courses, provide opportunities for increasing students' awareness of the broader aspects of the marketing industry:

Planning

Determine career trends and opportunities in marketing.
Explore postsecondary and educational opportunities.
Prepare written reports.
Use trade journals and periodicals as resources for tasks.
Establish finance and credit policies.
Describe the functions of management.
Develop planning tools used by management.
Interpret financial statements.
Explain laws/regulations regarding recording/reporting accurate information.
Describe the impact of environmental protection laws.
Explain the components of a marketing plan.
Explain the nature of sales forecasts.
Develop a marketing research purpose statement and related research objectives.

Organize a marketing research report.
Explain the importance of product/service planning.
Select promotional media to reflect company image and financial resources.
Develop a promotional plan.
Identify alternative methods of promoting sales.
Determine what goods and services to buy.
Determine when to buy goods.
Determine open-to-buy in the buying process.
Prepare a buying plan.
Develop a merchandising plan.

Management

Every task in the *Advanced Marketing* course is a part of marketing management responsibilities.

Finance

Interpret common buying and shipping terms.
Explain types of inventory control systems.
Explain the importance of credit as a sales technique.
Establish finance and credit policies.
Explain the nature of international trade.
Explain the concept of gross domestic product.
Describe the functions of management (controlling).
Develop planning tools used by management (budget).
Interpret financial statements.
Explain the manager's role in expense control.
Explain laws/regulations regarding recording/reporting accurate information.
Explain legal considerations of granting credit.
Describe ethics in pricing.
Explain the nature of sales forecasts.
Solve various types of percentage problems.
Solve first-degree algebraic equations.
Calculate inventory shrinkage.
Compute payroll and payroll deductions.
Calculate break-even point in units and dollars.
Explain the concept of markup.

Principles of Technology

Identify various electronic means of communication used in marketing.
Develop planning tools used by management.
Explain the impact of technology on the field of marketing.
Explain types of research approaches.

Labor Issues

Explain the role of professional/trade organizations.
Demonstrate the ability to use negotiation skills on the job.
Apply decision-making skills to management situations.
Identify unfair business practices.
Describe legal and ethical aspects of personnel management.

Community Issues

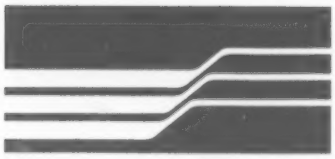
Describe consumer protection laws and agencies.
Explain consumer protection laws.

Health, Safety, Environment Issues

Describe the impact of environmental protection laws.
Describe consumer protection laws and agencies.
Explain elements of ethical decision-making.

Technical and Production Skills

Explain the impact of technology on the field of marketing.
Explain the types of research approaches.



Appendix C
Suggested Teaching Schedules

Suggested Teaching Schedules

Suggested Schedule for MARKETING

	Number of Days
Human Resource Foundations	
Career Development (CD)	8
Human Relations (HR)	16
Mathematics (MA)	8
Communication (CO)	8
Marketing and Business Foundations	
Marketing and Business (MB)	10
Economics Foundations	
Economics (EC)	20
Marketing Functions	
General	2
Distribution (DS)	5
Financing (FI)	4
Marketing-Information Management (IM)	4
Pricing (PI)	2
Product/Service Planning (PP)	4
Promotion (PR)	5
Risk Management (RM)	5
Selling (SE)	42
DECA Activities	27
Evaluation	10

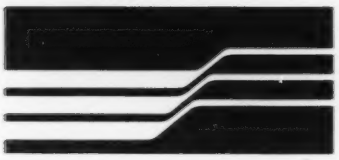
Suggested Schedule for ADVANCED MARKETING

	Number of Days
Human Resource Foundations	
Career Development (CD)	8
Human Relations (HR)	5
Mathematics (MA)	12
Communication (CO)	10
Marketing and Business Foundations	
Marketing and Business (MB)	17
Operations (OP)	5
Management (MN)	12
Economics Foundations	
Economics (EC)	10
Marketing Functions	
Distribution (DS)	5
Financing (FI)	5
Marketing-Information Management (IM)	10
Pricing (PI)	10
Product/Service Planning (PP)	10
Promotion (PR)	12
Purchasing (PU)	10
Selling (SE)	23
DECA Activities	6
Evaluation	10

Course Descriptions and Competencies

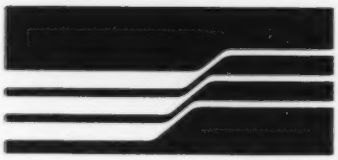
Introduction to Marketing

(Under development)



Course Descriptions and Competencies

Fundamentals of Marketing
(Under development)



Course Descriptions and Competencies

Executive Marketing Program
(Under revision)

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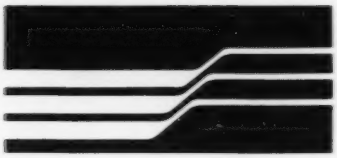
Course Descriptions and Competencies

Specialized Marketing Programs

- Apparel and Accessories
  (under revision)
- Hospitality, Tourism, and Recreation Marketing
  (under revision)
- Financial Services
  (under development)
- Real Estate
  (under revision)



Course Descriptions and Competencies

Senior Intensified Programs
(Under development)